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ABSTRACT

Intended as a guide for teacher trainers, the manual is designed to help regular classroom teachers better understand and serve gifted and talented students. Section I offers an introduction to gifted education with an outline of history and research, and workshop activities covering issues regarding attitudes toward the gifted, teacher competency, and special instructions and special environments. A second section focuses on characteristics, identification procedures, and needs of the gifted in both academics and arts. Assessment, particularly informal techniques, is the topic of Section III. Section IV contains activities and instructional packets on applying 26 models and teaching strategies including Bloom's Taxonomy, the Enrichment Triad, the independent study technique, divergent/convergent thinking, Guilford's model, and the inquiry method. Section V considers program and management options, while Section VI offers checklists and forms for evaluating commercial materials. Parent involvement is covered in Section VII in terms of understanding parent attitudes and working with parents. A final section lists additional resources. (Resources lists are also provided at the end of the individual sections.) Information sheets on activities, contained throughout the manual, include information on activity objectives, time required, materials needed, equipment, and directions. (SW)

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GIFTED & TALENTED

EDUCATING GIFTED PUPILS
IN THE
REGULAR CLASSROOM

Training Manual

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
EDUCATION FOR THE GIFTED AND TALENTED
ALBANY, NEW YORK 12234
JANUARY 1982

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FOREWORD

This training manual is designed to help regular classroom teachers better understand gifted and talented students and how they can be served. The decision to undertake a training program for regular classroom teachers was based on three factors:

1. Many gifted and talented students in New York State are not enrolled in special programs or receiving special services. Even with the recently increased emphasis on education of the gifted, many gifted and talented students are likely to be in regular classrooms for the foreseeable future. It is hoped that this training program will help teachers accommodate these students in regular classrooms.

2. Many gifted and talented students who are in special programs also receive part of their education in regular classrooms. One outcome of this training could be greater coordination between regular instruction and special instruction for gifted and talented students.

3. New York State encourages districts to use a variety of methods to identify gifted and talented pupils. Classroom teachers can play a key role in the identification process. There is no better expert in a school system on a student than a teacher who has taught that student. It is hoped that training provided through this manual will contribute to teachers' knowledge of the characteristics of gifted and talented students and that the identification of gifted and talented students will benefit as a result.

The training program is being coordinated by the staff of the Office of Education for the Gifted and Talented, through the regional BOCES network and district superintendents. The consultants listed on the next page provided the knowledge and materials which went into the manual.

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TO THE TRAINERS

This manual is viewed as a "first course" in education of the gifted. It is intended to serve as a guide for those who are training regular classroom teachers. It covers a variety of topics but does not provide great depth in its treatment of any of them.

The amount of material contained in the manual should make it possible for the trainer to select those topics most appropriate for the participants in the training program. The amount covered will depend on the time available and depth with which topics will be pursued. The manual is a flexible aid to training — both in what is covered and in how much is covered. It is possible that this manual could be the primary source of material for a 30-hour course or for a 3-hour course. It could be used for a full semester of work or for an afternoon workshop. A great deal of responsibility is placed on the trainer to decide what is appropriate for a particular group being trained. Careful selection of material from this manual is advised. It is doubtful that trying to cover everything here is feasible for any one training program.

The manual has been assembled in loose-leaf form. This form will make it easy to duplicate pages for use by participants in the training. In addition, revising the manual will be relatively simple.

Pages are numbered within sections only. The first page in Section A in Part I carries the number at the bottom I.A.1. This method of numbering will make it simpler to add activities within sections without invalidating the numbering of the remainder of the manual.

Certain materials are intended to be made into transparencies to be shown to participants. These materials are identified by the initials TM (Transparency Master) in combination with the page number: e.g., TM I. A. 10. When activities indicate that Transparency Masters are to be used, the trainer must make the transparency ahead of time and also make sure an overhead projector is available for the training session.

Other materials are intended to be duplicated ahead of time and handed out to participants. These materials are identified by the initials DM (Duplication Master) in combination with the page numbers: e.g., DM III. B. 4. Duplicated materials can be used both as worksheets for participants and as sample materials for participants to take with them when they leave the training session. Much of this material will be valuable to them in their own teaching.

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Charles E. Merrill Publishing Company:

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I

INTRODUCTION

A

HISTORY/BACKGROUND

ACTIVITY: History/Research

OBJECTIVE: To become aware of the history and background related to the education of gifted pupils

TIME: 45 Minutes

MATERIALS:
Narrative Notes I.A.2 - I.A.8
History/Research, TM I.A.9
Definitions TM I.A.10, TM I.A.11

DIRECTIONS:

1. Using Narrative Notes I.A.2 - I.A.8 workshop leader prepares a presentation outlining the significant points regarding education of gifted pupils.

2. Leader, displaying History/Research TM I.A.9 provides a didactic presentation to participants allowing time for discussion.

I. THE HISTORY OF EDUCATIONAL PROGRAMS FOR THE GIFTED

A. Early Efforts to Provide for the Most Gifted and Talented:

- Plato stated in The Republic that the task of society was to compel the best natures to obtain learning that would best serve the common good.

- In the 16th century, Suleiman the Magnificent made special efforts to identify gifted youth throughout the Turkish empire.

Early Efforts in the United States:

- Thomas Jefferson wished to educate the most promising students at public expense. In his Notes on the State of Virginia, Jefferson stated, "We hope to avail the state of those talented which nature had sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated."

B. Other Forces at Work in Society:

- The immigration of middle and southern European families to this country at the end of the 19th and beginning of the 20th centuries.

- During World War II there was a great emphasis on moving students more quickly through the educational system so that they could participate directly in the war effort.

Major shifts in the way the society views the gifted and the talented usually reflects a major change in the society itself.

Early attempts at program modifications for gifted students included:

- Acceleration - speeding up the school process so that the total time spent in school is less for the gifted student.

- Grouping - grouping the gifted students for common instruction.

C. Special Provisions

1865 - 1900

- 1866 - Elizabeth New Jersey, first multiple teaching program.

- 1867 - William Harris, Superintendent of the St. Louis public school system, introduced flexible promotions.

1900 - 1925

. 1901 - establishment of separate schools. In New York City, The Lincoln School and the Horace Mann School.

. 1912 - Frederick Burke proposed a self-instructional plan for bright learners.

. 1912 - Dr. Carlton Washburne proposed the Winneka Individualized Instruction Plan.

. 1916 - Lewis Terman published the Stanford-Binet Individual Test of Intelligence.

. 1920's- a period of genetic studies.

. 1921 - Cleveland Major Work Classes - an outstanding example of programmatic adaptation for gifted and talented students in grades 2-12 within a large public school system.

1925 - 1950

. 1930's, 1940's - Leta Hollingworth devised a special program for the most gifted students in New York.

. Pre-and Post-World War II

- early admission
- grade skipping

II. EMPHASES IN EDUCATION OF GIFTED STUDENTS IN THE MODERN ERA

1. Broadening of the definition
2. Emphasis on what goes on inside the classroom

Discussion of special education for the gifted now centered on the content, skills and specific educational objectives of the special program.

A. Content Changes

1. Need for content changes

   a. Curriculum in secondary schools was in disarray

   b. Knowledge in textbooks a patchwork of old and new knowledge

   c. Lack of opportunity to learn the essential skills of experimentation

   d. Development of the Soviet Union's capability for nuclear warfare and launching of Sputnik

2. Basic principles to be incorporated in new curriculum (Jerome Bruner)

   a. Understanding fundamentals makes a subject more comprehensible.

   b. Unless detail is placed into structured pattern, it is rapidly forgotten.

   c. Understanding of fundamental principles and ideas initial to transfer of training.

3. General objectives of programs for the gifted

   a. Mastering the structure of the disciplines.

   b. Understanding the basic principles at the heart of the subject matter.

   c. Learning the skills of problem solving, creativity, the scientific methods, etc.

This movement affected programs designed for gifted students. The emphasis on mastery encouraged teachers to teach abstract concepts rather than merely a series of facts.

It is essential to incorporate knowledge with abstract principles, particularly for gifted children.

B. Skills Changes

1. Need for skills changes

   a. Need to develop skills that enhance creative performance and problem-solving capabilities and enable them to address novel situations successfully.

   b. Need to develop flexible thinking skills.

Most of the educational efforts to stimulate skills of problem solving and creativity are attributable to the theoretical model proposed by J.P. Guilford.

Guilford's Structure of Intellect is one of the most comprehensive attempts to chart intellectual operations and products in human beings.

Divergent thinking dimensions related to creativity:

- intellectual fluency
- flexibility
- originality

During the 1960's and 1970's much was written to help teachers stimulate creativity and problem solving among their students in the classroom.

Techniques by teachers to stimulate creativity and problem solving during the 1960's and 1970's:

1. Posing challenging questions and issues
2. Reframing questions to integrate thought-provoking concepts
3. Concentrating on the future

Neither divergent thinking nor the intellectual operation of evaluative thinking is frequently used in classroom discussions. Attempts to bring evaluative thinking back into use can be seen in instruction on values clarification and the emphasis on teaching ethics.

C. The Learning Environment

1. Conditions that improve environment for gifted programs:
    a. Grouping gifted children together for part of the school day
    b. Utilizing personnel sophisticated in the content and skills the gifted should develop
    c. Support of the school administration
2. Learning environment formats:
    a. Special classes
    b. Modified special class
    c. Mentor approach
    d. Organized out-of-school programs

Creating a satisfactory learning environment for gifted students must include a high quality of content.

D. Acceleration

Methods of Acceleration:

- Early admission
- Ungraded classes
- Grade skipping
- Condensing the traditional number of years of schooling
- Extra class load
- Courses for college credit
- Early admission to college honors programs

Acceleration by skipping grades has been frequently used to move children more quickly through the school program.

A frequently addressed issue is the possible detrimental effect of skipping grades on the social and emotional development of the child.

"Feelings of insecurity" and "physical and social immaturity" are frequently voiced by individuals who were accelerated as children.

Social support of the group is viewed as a necessary component when acceleration of youngster is being considered.

The most popular of the acceleration procedures are those that cause the least change from the normal school patterns.

III. THE PRESENT SITUATION

A. Progress

1. The 1970's saw the following progress in the provision of education programs for gifted and talented children and youth:

   - more students were being identified and served
   - more states had statutes and policy documents
   - more money was being allocated
   - more personnel were being assigned to work in this area
   - more training was available

Although progress has been made in the past decade, the United States still falls far short for meeting the educational needs of the gifted segment of our population.

1. Key elements in planning for gifted children:

   - a definition of giftedness that includes a suitable procedure for identification
   - an assessment of the children's needs
   - a clearly stated goal or purpose
   - means of achieving the goal
   - a plan of action that addresses teaching strategies, content, and skills
   - an evaluation plan

B. Underachievement

Two methods to reduce underachievement of gifted and talented students:

1. Counseling designed to allow students to explore the reasons for low self-esteem (Efforts have not proven to be very effective).
2. Create either a more permissive or a more demanding environment (This method has not demonstrated remarkable success.).

Educators understand the pattern well but have not yet developed ways of dealing with underachievers that are successful with all such students.

C. Cultural Differences

Formerly, gifted children from minority groups were ignored or overlooked because their I.Q. scores were unimpressive.

Criteria used to identify youngsters of special talents from these groups include:

- exhibiting outstanding powers in one or more abilities valued by his or her culture
- measuring on national norms of ability and achievement at the bright-average level or better
- demonstrating creativity
- possessing social leadership qualities

Talent is destructible. Aptitude in young children is the product of both environment and native ability. A poor environment experienced over time can substantially reduce or eliminate the high talent or ability originally present.

The great diversity in minority groups has led to difficulty in designing a single program to meet the needs of these special groups. No real differentiation of programs has been advocated beyond such ideas as teaching the histories or contributions of the minority group, or reading biographies or autobiographies of successful minority group members.

General principles when planning gifted programs for the culturally different include:

- stress cultural plurality
- make fuller use of community resources
- recruit and train persons who have knowledge and experience to develop special educational experiences for such groups

IV. FUTURE TRENDS

The future of the education of gifted and talented children in the United States will depend on:

- the ability of educators to conceptualize special needs and programs for these children
- the ability to demonstrate and evaluate progress in special programs
- what else is happening in the educational system, and
- the public attitude toward the desirability and importance of special education for the gifted

Special experiences for gifted children in the future will depend on societal attitudes and values.

Unresolved problems of modern educational programs for the gifted include:

- the concept of giftedness as a genetic trait
- the definition of giftedness
- the general lack of systematic and relevant curriculum material for the gifted and talented in all subject areas
- understanding and knowing what to do with the personality pattern of the chronic underachiever
- gifted students from minority groups
- changing existing public school policies in order to accomplish needed goals.

HISTORY/RESEARCH

1868 - The St. Louis, Missouri, public schools introduce a system of rapid promotion in the elementary grades.

1869 - Francis Galton publishes Hereditary Genius, the first modern work on exceptional mental ability.

1920's - L.M. Terman begins his longitudinal Genetic Studies of Genius.
- The Council for Exceptional Children is founded.
- Leta Hollingsworth introduces enrichment programs in New York City Schools.

1950's - Sputnik provides a new interest in gifted mathematics and science students.

1960's - Getzel and Jackson study the relationship between creativity and intelligence.
- Guilford introduces a multiple-factor structure of the intellect.
- Guilford, Torrance, and others investigate the nature of creativity.

1970's - The Marland Report calls for assistance for the gifted and talented.
- U.S. Office of Gifted and Talented is established.
- Thirty-eight states pass legislation on the gifted.

In New York State

1950's - The State Education Department appoints a supervisor of programs for the gifted.

1970's - The first statewide advocacy group is formed in New York.
- The Board of Regents issue Position Paper 23 on "Educating the Gifted and Talented in New York State."
- The Astor Program for Gifted Children begins in New York City.
- Senators Babbush and Donovan introduce legislation on the education of the gifted and talented.

1980's - Schools are required to screen entering pupils for giftedness and handicapping conditions.
- New legislation provides funding by formula for all school districts to support programs for the gifted and talented.

TM I.A.9

FEDERAL DEFINITION

Gifted and talented children are those identified by professionally qualified persons who by virtue of understanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

- General Intellectual Ability
- Specific Academic Aptitude
- Creative or Productive Thinking
- Leadership Ability
- Visual and Performing Arts
- Psychomotor Ability

From Education of the Gifted and Talented. Report to the Congress of the United States by the U.S. Commissioner of Education. Washington, D.C.: Government Printing Office, 1972.

NEW YORK STATE DEFINITION

Gifted and talented children are those who are capable of high academic and/or artistic performance, as evidenced by general intelligence, special academic aptitude, leadership, ethical sensitivity and social responsibility, or special talent in one or more of the arts.

From Part 142 of the Regulations of the Commissioner of Education, 1981.

TM I.A.11

B

ISSUES

ACTIVITY: Attitudes

OBJECTIVE: To discuss ambivalent attitudes about the gifted, deal with common myths about the needs of the gifted, and arrive at understandings about what can be done in educating the gifted.

TIME: 30 Minutes

MATERIALS: Simple Gifts Series
- John Gowan Video Cassette Tapes
  Tape 1 "Defining the Gifted"
  Tape 2 "Treatment of the Gifted"
  Terms DM I.B.2 - DM I.B.4

EQUIPMENT: Video tape player

DIRECTIONS:

1. Workshop leader plays the tapes by John Gowan and allows for discussion following each tape.

2. Workshop leader distributes Terms DM I.B.2 - DM I.B.4.

TERMS FREQUENTLY USED IN DISCUSSING EDUCATION PROGRAMS FOR THE GIFTED AND TALENTED

ABILITY: actual power possessed to carry tasks to completion. The degree to which successful completion occurs measures the degree of individual ability in that area. Ability is measured in successfulness.

ABLE AND AMBITIOUS: referring to student of high scholastic aptitude and high achievement in a particular subject, with high academic motivation. This term was given currency by the Advanced Placement Program.

ACADEMIC TALENT: ability (sometimes capacity or aptitude) to achieve highly in educational tasks with an intellectual content, often equated to a high I.Q. (about 120 or above). Critics of the unidimensional definition (I.Q.) call for a multidimensional basis for assessing academic talent.

ACCELERATION: an administrative practice which results in completion by a pupil of a school program in less time or at an earlier age than is usually expected. Examples are early admission, skipping, and rapid progress.

ADVANCED PLACEMENT PROGRAM: curricular and evaluative provisions under sponsorship of the College Entrance Examination Board whereby able and ambitious high school students may receive college credit for one or more college courses by successfully completing these courses in high school.

CAPACITY: the ultimate limit of an individual's possible development, assuming optimum environment and training; synonymous with capability.

CONVERGENT THINKING: a type of thinking where there is usually one conclusion or answer that is regarded as unique, and thinking is to be channeled or controlled in the direction of that answer. Most intelligence tests are said to be of convergent type.

CREATIVE PROBLEM SOLVING: a process for approaching a problem in an imaginative way resulting in effective action. (Parnes, S.J. Creative Behavior Guidebook, 1967)

CREATIVITY: ability to produce new forms, to join elements customarily thought to be independent or dissimilar; aptitude for achieving new meanings having social value. Creativity is described as a "divergent" intellectual activity not adequately measured by an I.Q.

DIVERGENT THINKING: a type of thinking where there is much searching about for solutions, characterized by rejection of given solutions and freedom to strike out in new directions associated with creativity.

ENRICHMENT: the practice of providing learning experiences of breadth and/or depth suited for the gifted beyond those available in the regular program. Although "enrichment in the regular class" is an established usage, enrichment is also relevant to programs for the gifted.

EQUALITY OF EDUCATIONAL OPPORTUNITY: the basic educational corollary of the democratic doctrine of equality, and the principal justification for educational programs for the gifted. Equality is not identical with sameness; it has been noted that there is nothing more unequal than the equal treatment of unequals.

EXPLORATION OF CONTENT THROUGH MEDIA: differentiated use of media, such as film, displays, interest centers, theater and the like, not ordinarily included in the regular curriculum.

FIELD TRIPS: an organized visitation to a cooperating institution which provides opportunities for first-hand observation or participation.

FUTURISTICS: a study of life and environmental changes, concomitant problems and solutions of the future.

GIFTED: possessing a high degree of academic talent, intelligence, and/or creativity; sometimes also used with reference to any special talent. Critics of the unidimensional definition (such as I.Q.) call for a multidimensional basis for assessing giftedness.

GROUPING: the process of classifying and assigning pupils into classes or subdivisions for instructional purposes.

1. Ability
2. Cluster
3. Extra Class
4. Heterogeneous
5. Homogeneous
6. Interclass
7. Intraclass
8. Pull-out
9. Special Class
10. Subject

HONORS WORK PROGRAM: a program in one or more subjects developed to enable gifted secondary students to function on an advanced secondary or college level.

INDIVIDUAL DIFFERENCES: the range of variations among individuals in regard to a characteristic or number of characteristics. The principle of individual differences is advanced as a psychological justification for programs for the gifted.

INTELLIGENCE: the capacity to acquire knowledge

INTELLIGENCE QUOTIENT: (I.Q.) a measure of a child's rate of intellectual development. The mean I.Q. for an unselected population is usually fixed at 100 and the standard deviation at 16, so that approximately two-thirds of the I.Q.'s fall between 84 and 116. The range from 90 to 110 may be considered "normal;" above 120, 'superior."

RESOURCE PERSON: carefully selected individuals who are actively engaged in contributing to the advancement of art or knowledge in their respective areas of endeavor.

SHADOWING EXPERIENCES: involvement allowing highly able students to interact with "turned on" professionals; observing these persons at work and perhaps by actually taking part in some of their activities.

TALENT: ability or aptitude enabling a high degree of achievement in a special area, not necessarily intellectual.

VALUES CLARIFICATION: a process approach to an awareness of beliefs and behavior. Valuing is ascribing worth to a thing, phenomenon or behavior in one of the following ways: acceptance of a value, preference for a value, commitment. (Simon, Howe and Kirschenbaum, Values Clarification, 1972).

ACTIVITY: Issues

OBJECTIVE: To discuss various issues related to the education of gifted pupils

TIME: 45 Minutes

MATERIALS: Statement Sheet DM I.B.6

DIRECTIONS:

1. Workshop leader introduces the activity by discussing some controversial issues involved in educating gifted pupils in the regular education setting. Example:

   a. Why should we be concerned with the gifted pupil?

   b. Who is responsible for supporting programs for the gifted?

2. Leader divides participants into groups of 5-8, and distributes Statement Sheet DM I.B.6 to each participant.

3. Leader explains that they are individually to select and circle on the Statement Sheet a number from 1 to 5 that best expresses their feelings on each issue. (e.g., If a participant strongly agrees with Statement B, the number 5 would be circled.)

4. After participants have completed their individual task, they are to discuss each issue as a small group and come to consensus on all nine issues. A recorder should be selected to maintain group's consensus.

5. The leader conducts feedback allowing the groups to share their responses on each statement and rationale for selection.

STATEMENT SHEET

	STATEMENT A		STATEMENT B
[illegible].	Teachers of the gifted must be gifted themselves in order to provide the most appropriate educational program.	1 2 3 4 5	All regular educators have the potential to teach gifted pupils.
2.	Gifted pupils will achieve in spite of the school system.	1 2 3 4 5	The school must provide a challenging program for gifted students to achieve.
3.	Gifted pupils should be educated in self-contained classrooms with their gifted peers.	1 2 3 4 5	All gifted pupils should be maintained in the regular education setting.
4.	Gifted students should be graded according to their ability, not their performance.	1 2 3 4 5	Gifted students should be graded on their performance as it compares to the rest of the students in their heterogeneous classes.
5.	A gifted student is exceptional in all subject areas.	1 2 3 4 5	Gifted pupils usually show giftedness in one area only.
6.	Parents of gifted pupils interfere with the teacher and the teaching process because of their attitudes regarding their child's genius and the teacher's lack of expertise in dealing with this exceptionality.	1 2 3 4 5	Parents of gifted pupils serve as an integral part of the child's educational program and are an excellent resource to teachers.
7.	It is more important to provide appropriate services to handicapped pupils than to gifted pupils.	1 2 3 4 5	All pupils should be provided appropriate services to achieve their maximum potential.
8.	Gifted pupils in regular education settings should complete all the drill work the other students do so they are not viewed as teachers' pets.	1 2 3 4 5	Regular educators should not demand the same quantity of drill work from gifted pupils as they do from other students.
9.	Gifted pupils cannot also be handicapped pupils (e.g., learning disabled).	1 2 3 4 5	Gifted pupils may be handicapped according to the criteria established by the Commissioner of Education.

ACTIVITY: Teacher Competency

OBJECTIVE: To discuss the issue, "Do I have to be gifted to teach gifted kids?"

TIME: 30 Minutes

MATERIALS: Teacher Competencies Checklist DM/TM I.B.8
Research Basis for Competencies DM I.B.9

DIRECTIONS:

1. Workshop leader poses the question: "Must we be gifted to teach gifted pupils?"
2. Leader encourages participants to share their views voluntarily.
3. Leader distributes DM/TM I.B.8 and asks participants to check those competencies which they feel distinguish good teaching of gifted pupils from good teaching of other pupils.
4. Leader conducts feedback allowing participants to share their responses.
5. Leader passes out DM I.B.9 which shows that each item on the checklist was shown by research to distinguish teachers of the gifted from other teachers. Leader encourages group to reflect on those items on which they arrived at a different conclusion. Why do they think the research showed what it showed?

TEACHER COMPETENCIES

Please check whether you think the items below distinguish good teaching of gifted pupils from good teaching of other pupils.

	YES	NO
Assessment and Evaluation of Student Ability		
1. Diagnosing student's capabilities in area of giftedness	___	___
2. Involving students in self-evaluation	___	___
3. Recognizing exceptional cognitive capacity and development in students	___	___
4. Recognizing exceptional social-emotional behavior and development in students	___	___
Planning Instruction		
5. Developing lesson plans to stimulate higher-order thinking	___	___
6. Designing diversified open-ended learning experiences	___	___
7. Providing activities which encourage flexibility, fluency and elaboration of thought	___	___
Implementing Instruction		
8. Selecting program options (e.g., independent study, acceleration) appropriate to instructional objectives	___	___
Communicating		
9. Sharing ideas/information with interested professionals in the field	___	___
10. Demonstrating willingness to learn from students	___	___
Pupil Self-Development		
11. Encouraging student interest in learning in greater depth and breadth	___	___
12. Providing opportunities for student independence	___	___
13. Developing sense of responsibility and accountability in students through provision of decision-making opportunities	___	___
14. Providing opportunity for students to define objectives and develop own learning plans	___	___
Performing Administrative Duties		
15. Arranging mentorships and/or out-of-school activities where appropriate	___	___
Professional Growth		
16. Reviewing current research in the field	___	___
17. Participating in in-service training	___	___

RESEARCH BASIS FOR COMPETENCIES

Each item on this checklist was rated as both important for teachers of the gifted, and one which distinguished good teachers of the gifted from good teachers of other children. The research from which these competencies are drawn investigated the importance and distinctiveness of 73 competencies which had been cited in the literature on effective teaching of the intellectually gifted. Although these results suggest sound classroom behaviors of teachers of the gifted, they do not explore the effects of attitudes or knowledge (that is, non-behavioral influences) on good teachers of the gifted.

ACTIVITY: Special Instruction and Special Environments

OBJECTIVE: To examine the issue that gifted children have special needs that may go undetected or misdiagnosed

TIME: 15 Minutes

MATERIALS: Alexander DM I.B.11-DM I.B.13

DIRECTIONS:

1. Leader distributes Alexander DM I.B.11-DM I.B.13 to participants and requests each person individually read the story.
2. Leader conducts feedback allowing participants to share their reactions to this true story.

ALEXANDER

Alexander spoke in full sentences at one year of age. He never spoke in "baby talk" and always referred to himself in the first person, never as "Alexander." At the age of 1½ he learned all the letters, read some words, and already loved music. He was happy, friendly, responsive, alert and extremely inquisitive.

At the age of 4 he first went to nursery school, full of expectations. He felt that he was now a big boy and in school he would be taught everything he wanted to know.

After a few weeks the teacher observed that he had a hard time conforming to routine. She found him exceptionally bright, but he seemed to want too much attention from adults. He wanted to do and show his own projects such as drawing the human body with all the organs, and classifying bacteria. The teacher found this very strange.

In the school too he didn't want to join in the activities which were changed frequently according to the class schedule. For this he was punished by isolation in an office with the door closed. We did not know this at the time; Alexander only related this to his therapist later.

After a few months the teacher reported that he was doing very well, joining in with the activities of the other children, and not working on his own projects. But at home he couldn't sleep well, began to stutter, and began to have nervous laughing and frequent urination. He asked whether there was something wrong with his brain.

The psychologist from the district was sent to observe Alexander at the nursery school at our request. She found him very bright but unusual and recommended psychiatric evaluation.

The psychiatrist said that she felt his intellectual age was between 10 and 15 but that his maturity was between 4 and 5 (he was 5½ at this time). This gap, and other natural causes yet to be determined, were causing much anxiety and emotional disturbance. She put him on Mellaril, a major tranquillizer, the first day and never saw him without medication again.

In kindergarten, he wanted to relate closely to his teacher. She wanted to discourage this so he could relate more to peers. The other children, however, were usually put off by his scientific or other unusual interests. Their answers to him were frequently, "Who cares?" or something similar. However, he did succeed in inventing a game to teach them the planetary system, But slowly he became nervous, angry, very tentative, and more withdrawn and isolated.

The doctor kept increasing the medication dosage. Alexander only felt comfortable with adults, especially his father, a scientist with inexhaustible patience to answer his constant questions. The psychiatrist decided that a regular class was too stimulating and distracting for him because of the large number of children. She spoke to the school and they decided to try, with reservations, the class for Individual Development. It was explained to me that this was a class with 9 children, each of whom had a program individually designed for his needs.

At the beginning this worked fairly well. It was fairly quiet in the class and Alexander related well to the teacher. As far as the children were concerned, things were even worse, however, because there was nobody for him to talk to; even his language was too sophisticated for the rest of the children to understand. Again, the medication dosage kept being increased during this period.

There was little outlet in the class for his intellectual interests. Talking with the teacher was again discouraged. The situation became dramatically worse after Alexander had two consecutive cases of scarlet fever. He had frequent nightmares, exaggerated fear of consequences, and his medication was further increased, reaching up to 600 mg of Thorazine per day.

He developed glassy eyes, Parkinsonian symptoms, total lack of motivation to do routine school work, and finally school phobia. He went to school only from 9 to 11 AM for the rest of the year (about 5 months) and then only with my carrying him physically into the classroom. All of this was recommended by the psychiatrist.

Again the school psychologist and the therapist conferred and decided that the ID class was not the best placement for Alex, which we all agreed upon. The therapist recommended a class with a small number of children of high intellectual potential. There was no such placement. She then sent us to the Nassau Center for the Emotionally Disturbed. The doctor found Alex to be an unusual child who doesn't fit any of the usual categories, who was very bright and didn't belong in the Nassau Center. She suggested a military academy.

The school district sent us to BOCES. The tester described him as "highly intellectualized" and showed surprise that even with such high doses of medication and in a poor emotional state he tested at an IQ of 140. He found no emotional problems at an intellectual level but found that when he related to himself or the world around him he was very fearful. He was not sure BOCES could provide a placement for a child of his high intellectual level, but there might be one class in the BOCES system which would be suitable. Besides, there was nothing else available.

By this time my husband, seeing no improvement, decided to take Alex off medication unilaterally, the therapist being on vacation at the time. At the time Alex was on 750 mg of Mellaril.

Within two weeks of bringing the dosage down to a very low level a striking and dramatic improvement was seen. The nightmares stopped completely and all other aspects of his emotional state rapidly became better. When the therapist returned she admitted that she was lost, and that Alex's reactions to medication were highly unusual. The improvement without medication continued.

The child didn't want to be alone with the therapist any longer. Shortly thereafter she left the area. A new therapist took over and Alex agreed to be alone with him during sessions at once.

With the beginning of the new school year Alex went to BOCES for the first time. His feeling of alienation was intensified by his being placed in a behavior-modification class. He certainly behaved well, and in fact learned to follow the rules of the school quite rigidly, but actually did little academic work. He was given the same books as the previous year, which he had previously finished the year before even though he was in school only half time. I told BOCES this, but they kept the same books. Alex kept saying he didn't know how to read but was certainly reading at home.

In the second year at BOCES my husband and I came to visit Alex's class on visitors' day and were horrified. Alex was sitting with a frightened look in the corner. The noise in the class was terrible. The children had obvious severe behavioral problems, were street-wise and many were aggressive. Alex quietly sat at his desk, answering any questions put to him but not volunteering at all, amid teasing and laughing from the other children.

We went to talk to the school psychologist who, before we opened our mouths, said, "I know. He is in the wrong placement. We will move him on Monday." He had spent 3 months in that class.

He was moved to a very slow class with a magnificent teacher who understood Alex immediately. She said to us that she didn't have the intellect to teach Alex and that he was a genius, but she would try her best. Within 2 months he went from second-grade reading to 6th-grade. (By the end of the year his reading was at 9th-grade level.) She said she couldn't teach him sciences because she didn't know these subjects well enough, but she took him into the world of history, literature, etc. She said she personally didn't find him emotionally disturbed, just different and extremely exciting.

Still, there was no peer group interaction at his level, but he related to them at theirs. However, all through his years at BOCES the worst part was travelling in the bus, almost 1½ hours each way with all kinds of problem children — retarded, autistic, aggressive, etc. There were frequent fights (in which Alex never participated), and some children urinated or defecated often in the bus. This continues to be the same this year.

This year Alex has a nice, understanding teacher and some other children in the class who are very bright, so that interaction is possible. He enjoys playing chess and other games with several of them, but he does a minimum of school work. He waits to come home to run to his projects. When I ask what school he would like to go to if he could choose, he says, "You choose. I know I have to go to some school; it's the law. But I doubt I will ever like one."

SUGGESTED RESOURCES FOR SECTION I

Boeholt, Veronica. Talented and Gifted School Programs. Salem, OR: Oregon State Education Department, 1979.

Dennis, W., and Dennis, M.W., (Eds.). The Intellectually Gifted, An Overview. New York: Grune, 1976.

Haisley, Fay, and Wilhelm, G. Talented and Gifted Education Policy. Salem, OR: Oregon State Education Department, 1979.

Lawless, Ruth F. A Guide for Educating a Gifted Child in Your Classroom. Buffalo, NY: DOK Publishers, 1976.

Matson, Glenne. Module I Awareness. Seattle, WA: Northwest Clearinghouse for the Gifted/Talented Education, 1980.

New Directions for Gifted Education. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1976.

Northeast Exchange. An Anthology of Articles on Gifted/Talented Education. Sewell, NJ: EIC-South and the New Jersey State Education Department, 1978.

Passow, A. Harry. Education for Gifted Children and Youth: An Old Issue - A New Challenge. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1980.

Passow, A. Harry. The Gifted and the Talented: Their Education and Development. Chicago: University of Chicago Press, 1978.

Renzulli, Joseph. Under One Cover: Gifted/Talented Education in Perspective. Reston, VA: Council for Exceptional Children, 1980.

U.S. Commissioner of Education. Education of the Gifted/Talented: Report to Congress of the U.S. by the U.S. Commissioner of Education. Washington, DC: U.S. Government Printing Office, 1972.

II

WHO ARE THE GIFTED

A

CHARACTERISTICS

ACTIVITY: Screening Activity

OBJECTIVE: To demonstrate to classroom teachers that gifted children are not easily classified

TIME: 90 Minutes

MATERIALS:
Student Applications DM II.A.3 -DM II.A.10
Screening Record Sheet DM II.A.11
Group Consensus TM II.A.12
Real People TM II.A.13
Newsprint
Markers

DIRECTIONS:

1. Workshop leader divides participants into groups of 4-5 explaining that each group will simulate a screening team and will select students for admission to the National Gifted Program.

2. Leader distributes one packet of Student Applications DM II.A.3 -DM II.A.10 and one Screening Record Sheet DM II.A.11 to each participant and provides the following directions:

    - Individually read the Student Applications and determine whether or not the student is eligible for admission to the National Gifted Program.

    - Record individual responses in the first column of the Screening Record Sheet.

3. Leader allows participants sufficient time to complete the task.

4. Workshop leader continues directions as follows:

    - As a small group discuss each application and come to consensus on whether or not the student will be admitted to the program.

    - Select a recorder to write the group's decision and rationale for its decision which will be shared during feedback.

5. When the groups have completed the selection of program entrants, leader conducts large group feedback:

   - Leader uses Group Consensus TM II.A.12 to record selections of program entrants.

   - Leader asks group to discuss:

     - criteria used in their selections
     - those students not selected and rationale
     - other information which might have contributed to the selection.

6. Leader should record criteria used in the selection of students on newsprint.

7. At the conclusion of the feedback, leader displays Real People TM II.A.13, depicting the actual names of the 8 hypothetical students used in the simulation.

PRESIDENTIAL ADVISORY BOARD FOR

THE IDENTIFICATION OF GIFTED AND TALENTED YOUTH

OHMICHIANA STATE BOARD
Indianapolis Central Area

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PARENTS

FATHER	MOTHER
Name Benjamin M. Jackson	Name Arlene Jackson
Address 250 Waco Dr. Houston	Address 250 Waco Dr. Houston
Age 47 Race Negro	Age 46 Race Negro
Place of Birth Houston, Texas	Place of Birth Houston, Texas
Nationality American	Nationality American
Occupation Baptist Minister, Whse. Clerk	Occupation Housewife
Religious Preference Baptist	Religious Preference Baptist
Educational Level High School Graduate	Educational Level High School Graduate
Interests Music	Interests Wants daughter to be a music teacher

CHILD APPLYING FOR N.G.P.

Name Pearl Ruth Jackson Age 16 Educational Level Gr. 10

National computer access codes for child:

ID PP 1217 School Wheatly 195 MD Kag 742

DO NOT WRITE BELOW THIS LINE
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Height 5'11" Weight 195 lbs Appearance Heavy, unattractive

IQ 138 SQ 126 AQ 149 CQ 108

School Adjustment Top 52 of her class academically (ghetto school)

General Physical Health: Good but heavy

Special Interests: Listening to Rock music, playing guitar, student government.

General Emotional Health: Good, Self-confident

Special skills: Debate team

Congenital abnormalities: None

Vocational goals: Wants to be a lawyer

Evaluation of family stock: Conservative, parents opposed application and attendance to NGP

Personal goals: Ambitious, hard working, wants to participate in NGP.

General political beliefs: Liberal, politically active in school

Vocational contributions: Has participated in local "get-out-the-vote" efforts

NGP Computer evaluation (Scale = 1 to 100) 2942 . Score = 76

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PARENTS

FATHER	MOTHER
Name Bill Hawkins	Name Valerie Hawkins
Address Los Angeles	Address Cincinnati
Age 55 Race Caucasian	Age 51 Race Caucasian
Place of Birth San Francisco	Place of Birth San Francisco
Nationality American	Nationality American
Occupation Entreprenour	Occupation Music Teacher
Religious Preference Catholic	Religious Preference Atheist
Educational Level not known	Educational Level BA Music
Interests writing poetry	Interests traveling, sewing

CHILD APPLYING FOR N.G.P.

Name Elaine Hawkins Age 12 Educational Level Elementary

National computer access codes for child:

ID #1795 School #0923 MD #2142

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Height 5'2" Weight 99lbs. Appearance attractive, mature

IQ 103 SQ 84 AQ 94 CQ 115

School Adjustment dropped out at age 10, claimed to be 16 years old.

General Physical Health: very good	Special Interests: likes to read, visits art and history museums.
General Emotional Health: talked back, stubborn, rebellious, behavior problems.	Special skills: dancing
Congenital abnormalities: None.	Vocational goals: wants to teach dancing
Evaluation of family stock: broken home, mother works - rarely home, migrants.	Personal goals: wants a career in dancing
General political beliefs: radical, outspoken	Vocational contributions: likes to play at being a dance teacher with neighborhood children.

NGP Computer evaluation (Scale = 1 to 100) #H7231 . Score = 52

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PARENTS

	FATHER	MOTHER
Name	Sam Ridell	Nancy Ridell
Address	Port Huron, MI	Port Huron, MI
Age	54	49
Race	Caucasian	Caucasian
Place of Birth	Nova Scotia	Ontario
Nationality	Canadian-Political Exile	Canadian
Occupation	unemployed	Teacher
Religious Preference	excommunicated Baptist	Baptist-Fundamentalist
Educational Level	no formal schooling	BA - Education
Interests	None	Literature, crafts

CHILD APPLYING FOR N.G.P.

Name Bill Ridell Age 11 Educational Level Withdrawn

National computer access codes for child:

ID #7921 School #000 MD #2135

DO NOT WRITE BELOW THIS LINE
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Height 4'5" Weight 75lbs. Appearance pleasant

IQ 81 SQ 79 AQ 87 CQ 102-110

School Adjustment Withdrawn from school after 3 months: considered "backward" by school officials.

General Physical Health: enrolled in school two years late due to Scarlet Fever, a respiratory infection, going deaf.

Special Interests: Mechanics, likes to build things, flying, likes to play with fire (burned his father's barn down)..

General Emotional Health: stubborn, aloof, shows very little emotion (affect poor)

Special skills: Manual dexterity, reads well but uses poor grammar

Congenital abnormalities: enlarged head at birth.

Vocational goals: Wants to be a scientist or a railroad mechanic

Evaluation of family stock: Political activists, father shiftless.

Personal goals: works hard, wants to earn money.

General political beliefs: Unconcerned about political considerations

Vocational contributions: sold magazines

NGP Computer evaluation (Scale = 1 to 100) #R1724 . Score = 49

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PARENTS

FATHER

Name *Joseph Wright*
Address *Spencer, Indiana*
Age *43* Race *Caucasian*
Place of Birth *Virginia*
Nationality *American*
Occupation *Carpenter - farmer*
Religious Preference *Baptist*
Educational Level *uneducated*
Interests *horses*

MOTHER

Name *Marion Wright (deceased)*
Address *Spencer, Indiana*
Age Race *Caucasian*
Place of Birth *Virginia*
Nationality *American*
Occupation *housewife*
Religious Preference *Baptist*
Educational Level *uneducated*
Interests *cooking, state fairs*

CHILD APPLYING FOR N.G.P.

Name *Albert Wright* Age *17* Educational Level *High School dropout*
National computer access codes for child:
ID *#1214* School *#9421* MD *#1038*

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Height *6'4"* Weight *170lbs.* Appearance *plain*
IQ *112* SQ *129* AQ *114* CQ *102*
School Adjustment *good, well liked, respected, attendance irregular*

General Physical Health: *good, large for his age*

General Emotional Health: *pleasant, even tempered, easy going, poor self-concept.*

Congenital abnormalities: *opthalmuscalar weakness (eye wanders), Marphans Syndrome*

Evaluation of family stock: *Mother an illegimate child, father involved in several law suits.*

General political beliefs: *very conservative*

Special Interests: *Physical sports (especially wrestling), practical jokes, reading, traveling*

Special skills: *likes to argue, fairly well read, good debator*

Vocational goals: *interested in retailing*

Personal goals: *wants to own his own business, have a "good" family.*

Vocational contributions: *manual labor, clerked in store, longshoreman, however, considered lazy by employers.*

NGP Computer evaluation (Scale = 1 to 100) *#W1876*. Score = *74*

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PARENTS

FATHER

Name Glenn Vann Gunther
Address RR#2, Verdigris, Oklahoma
Age 51 Race Cherokee Indian
Place of Birth Cooweescoowee Co., Oklahoma
Nationality American
Occupation Rancher, Reservation Senator
Religious Preference None
Educational Level Reservation High School
Interests Ambitious

MOTHER

Name Mary America Schrimsher (Gunther)
Address RR #2, Verdigris, Oklahoma
Age (deceased) 46 Race Cherokee Indian
Place of Birth Trail of Tears, Oklahoma
Nationality American
Occupation Housewife
Religious Preference Pagan
Educational Level Reservation Grade School
Interests Religion, gardening, homemaking

CHILD APPLYING FOR N.G.P.

Name William Adair Gunther Age 11 Educational Level three, 4th repeat
National computer access codes for child:
Cherokee
ID Reservation #33295 School Tahlequah 147 MD Lane 742

DO NOT WRITE BELOW THIS LINE
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Height 4'11" Weight 135 lbs. Appearance Unkempt, disheveled

IQ 110 SQ 85 AQ 82 CQ 115

School Adjustment Dislikes school, does not mind, has caused extensive damage to school yard and building through carelessness.

General Physical Health: Good

Special Interests: Horse riding, roping

General Emotional Health: Shy and bashful, prankster, dislikes school

Special skills: Good sense of humor, excels in history

Congenital abnormalities: None

Vocational goals: Wants to perform in a wild west or circus show. (Parents want him to be a minister.)

Evaluation of family stock: Healthy lower middle class

Personal goals: Wants to see the world, perform for people

General political beliefs: Inconsistent, sarcastic critical

Vocational contributions: Participates in local rodeos

NGP Computer evaluation (Scale = 1 to 100) CH. #794 Score = 48

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PARENTS

	FATHER	MOTHER
Name	*James Horn*	*Jane Horn*
Address	*Indianapolis*	*Indianapolis*
Age	*29*	*29*
Race	*Caucasian*	*Caucasian*
Place of Birth	*Philadelphia*	*Scranton*
Nationality	*American*	*American*
Occupation	*Banker*	*Housewife*
Religious Preference	*Protestant*	*Protestant*
Educational Level	*B.A.*	*B.A.*
Interests	*sports, reading, chess*	*swimming, reading*

CHILD APPLYING FOR N.G.P.

Name *William Horn* Age *10* Educational Level *Gr. 5*

National computer access codes for child:

ID *#P19764* School *#5768* MD *#1229*

DO NOT WRITE BELOW THIS LINE
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Height *5'4"* Weight *125lbs.* Appearance *Attractive*

IQ *159* SQ *155* AQ *166* CQ *128*

School Adjustment *Good, organizer and leader*

General Physical Health: *excellent*

Special Interests: *basketball, math*

General Emotional Health: *excellent, well adjusted*

Special skills: *leadership, self-motivated*

Congenital abnormalities: *None*

Vocational goals: *wants to teach math*

Evaluation of family stock: *above average*

Personal goals: *wants to make a personal contribution to society*

General political beliefs: *conservative*

Vocational contributions: *None*

NGP Computer evaluation (Scale = 1 to 100) *#H1874* . Score = *95*

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OHMICHIANA STATE BOARD
Indianapolis Central Area

This application for admission of your child to the National Gifted Program (NGP) must be submitted to the Federal Bureau of Investigation, Case Verification Division, Washington, D.C., 6 months prior to the child's anticipated entry. All answers must be entered in the spaces allotted. PERSONS REPORTING FALSE INFORMATION WILL BE PROSECUTED IN FEDERAL COURT.

PARENTS

FATHER

Name *Norman Edder*
Address *Gary*
Age *31* Race *Caucasian*
Place of Birth *Germany*
Nationality *American*
Occupation *self-employed: bankrupt*
Religious Preference *Agnostic*
Educational Level *High School*
Interests *reading*

MOTHER

Name *Ann Edder*
Address *Gary*
Age *30* Race *Caucasian*
Place of Birth *Germany*
Nationality *American*
Occupation *Housewife*
Religious Preference *- -*
Educational Level *High School*
Interests *music*

CHILD APPLYING FOR N.G.P.

Name *Sam Edder* Age *9* Educational Level *Gr. 4*
National computer access codes for child:
ID *#1942* School *#79211* MD *#1843*

DO NOT WRITE BELOW THIS LINE
FOR NGP SCREENING USE ONLY

Height *5'1"* Weight *94lbs* Appearance *Homely*
IQ *82* SQ *74* AQ *82* CQ *110+?*
School Adjustment *very poor, considered unsociable and disturbed*

General Physical Health: *often sickly*

Special Interests: *frequently withdrawn into fantasy world*

General Emotional Health: *certified emotional breakdown - removed from school temporarily*

Special skills: *Plays violin, likes to be alone to read*

Congenital abnormalities: *None*

Vocational goals: *none*

Evaluation of family stock: *average*

Personal goals: *independence from family*

General political beliefs: *quiet child, beliefs not known*

Vocational contributions: *None*

NGP Computer evaluation (Scale = 1 to 100) #*E0295* . Score = *45*

PRESIDENTIAL ADVISORY BOARD FOR

THE IDENTIFICATION OF GIFTED AND TALENTED YOUTH

OHMICHIANA STATE BOARD
Indianapolis Central Area

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PARENTS

FATHER	MOTHER
Name William Hall (deceased)	Name Rosemarie Hall (deceased)
Address lives with Grandmother	Address lives with Grandmother
Age - - Race Caucasian	Age - - Race Caucasian
Place of Birth New York	Place of Birth New York
Nationality American	Nationality American
Occupation Itinerant	Occupation Chores
Religious Preference Presbyterian	Religious Preference Presbyterian
Educational Level B.A.	Educational Level High School
Interests - -	Interests - -

CHILD APPLYING FOR N.G.P.

Name Mary Hall Age 11 Educational Level Gr. 5

National computer access codes for child:

ID #2192 School #7122 MD #1986

DO NOT WRITE BELOW THIS LINE
FOR NGP SCREENING USE ONLY

Height 5'8" Weight 98lbs. Appearance unattractive, homely

IQ 110 SQ 76 AQ 82 CQ 95

School Adjustment Erratic, withdrawn, seeks attention, fails often

General Physical Health: sickly, bedridden, hospitalized often.

General Emotional Health: Bites nails, phobias, attention-seeking behavior, dominates

Congenital abnormalities: wears backbrace from spinal defect

Evaluation of family stock: average or better, father alcoholic

General political beliefs: conservative

Special Interests: daydreams, prefers isolation, wants to be the center of attention.

Special skills: patience with children and elderly or infirm

Vocational goals: None

Personal goals: altruistic prefers to help elderly or poor

Vocational contributions: None

NGP Computer evaluation (Scale = 1 to 100) #H9587. Score = 53

Screening Record Sheet

Below are the names of applicants who are under consideration for admission to the National Gifted Program for this week. Our program averages about three spaces each month. In the first column, make your individual decisions; this will facilitate the groups decision later. The second column is provided for you to keep a record of the decisions your screening group reaches on each applicant.

	Record your individual decision here	Record your group's decision here
Mary Hall	yes_____ no_____	yes_____ no_____
Sam Edder	yes_____ no_____	yes_____ no_____
William Horn	yes_____ no_____	yes_____ no_____
William Gunther	yes_____ no_____	yes_____ no_____
Albert Wright	yes_____ no_____	yes_____ no_____
Bill Ridell	yes_____ no_____	yes_____ no_____
Elaine Hawkins	yes_____ no_____	yes_____ no_____
Pearl Ruth Jackson	yes_____ no_____	yes_____ no_____

GROUP CONSENSUS

STUDENT	YES	NO
Mary Hall		
Sam Edder		
William Horn		
William Gunther		
Albert Wright		
Bill Ridell		
Elaine Hawkins		
Pearl Ruth Jackson		

TM II.A.12

ELEANOR ROOSEVELT (Mary Hall)

Eleanor Roosevelt, wife of U.S. President, began her interest in political and social work in the New York State League of Women Voters. Her activities in educational and political affairs and movements for social improvement embraced hundreds of causes. She was U.S. delegate to the first seven sessions of the United Nations General Assembly, and was also appointed U.S. representative to the Commission on Human Rights.

ALBERT EINSTEIN (Sam Edder)

Albert Einstein was recognized in his own time as one of the most creative intellects in human history. In the first 15 years of this century, he advanced a series of theories that for the first time asserted the equivalence of mass and energy and gave entirely new concepts of space, time and gravitation. His theories of relativity were a profound advance over the old Newtonian physics and revolutionized scientific and philosophic inquiry.

BILL BRADLEY (William Horn)

Bill Bradley played basketball while attending Princeton University. He was a Rhodes scholar at Oxford and returned to this country to join the New York Knickerbockers professional basketball team. In 1979 he was selected a U.S. Senator from New Jersey.

WILL ROGERS (William Gunther)

Will Rogers was generally recognized as the foremost American comedian of his day—a star of the stage and screen. In a few words over the radio, on the stage, or in the newspaper he could say more and say it better than most of the would–be statesmen could say in hours of speaking. He poked fun at Presidents, crowned heads, members of Congress when he saw fit, and made even the victims of his wit like it, simply because there was never any venom in what he said.

ABRAHAM LINCOLN (Albert Wright)

Abraham Lincoln attended school for less than a year. He began his political career in 1834 as a legislator. After months of self-teaching he obtained a license to practice law in 1836. He was also a member of Congress and was elected President in 1860.

THOMAS EDISON (Bill Ridell)

Thomas Edison was one of the outstanding geniuses in the history of technology. Included among his 1,093 patents are the incandescent electric lamp, the phonograph, the carbon telephone transmitter, and the motion picture projector. In addition, he created the world's first industrial research laboratory.

ISADORA DUNCAN (Elaine Hawkins)

Isadora Duncan was among the first of her profession to raise the interpretive dance to the status of a creative art. Her ideas were too much in advance of their time and she was regarded by the public as a free spirit. Her techniques to rely on the grace of natural movement helped to liberate the dance from its dependence on rigid formulas, paving the way for later acceptance of modern dance.

BARBARA JORDAN (Pearl Ruth Jackson)

Barbara Jordan, in 1972, became the first black Congresswoman to come from the Deep South. She first attracted national attention when President Johnson invited her to the White House for a private preview of his 1967 civil rights message. Impressed by her social reform legislation, Johnson praised her as "the epitome of the new politics" in the United States.

ACTIVITY: Does Anything Go?

OBJECTIVE: To identify characteristics of gifted individuals and to demonstrate the need to identify both academic and non-academic characteristics

TIME: 60 Minutes

MATERIALS:
Characteristics of the Gifted Child DM II.A.15-DM II.A.22
Molly TM II.A.23
Case Studies DM II.A.24-DM II.A.25
Newsprint
Markers

DIRECTIONS:

1. The workshop leader asks the group to brainstorm the names of individuals who they feel were or are gifted, while recording these on newsprint.

2. Using newsprint, the leader asks the participants to group the list of gifted individuals into categories. Example:

Inventors	Music
Edison	Isaac Stern
McCormack	Mozart

3. The leader asks the participants to examine the categories (note that an overwhelming number of groupings may be academic). Ask the group what other categories there are (i.e., poets, sports) and list some gifted persons in each of these areas.

4. The leader lists on newsprint characteristics that the group identifies as making those people gifted.

5. Distribute and review Characteristics of the Gifted Child DM II.A.15-DM II.A.22 pointing out that these sound like positive characteristics; however, there are disadvantages and problems associated with them.

6. Leader displays Molly TM II.A.23 asking the large group to discuss the characteristics of Molly using the DM II.A.15-DM II.A.22 characteristics as a guide.

7. Leader distributes Case Studies DM II.A.24-DM II.A.25 asking individuals to read and list characteristics for each.

8. Leader conducts feedback allowing participants to share their responses.

9. NOTE TO TRAINER: Leader should request that participants maintain their case studies for future workshop (see Activity "I Need" II.C.1).

Differential Cognitive (Thinking) Characteristics of the Gifted

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
extraordinary quantity of information, unusual retentiveness.	to be exposed to new and challenging information of the environment and the culture, including aesthetic, economic, political, educational, and social aspects; to acquire early mastery of foundation skills.	boredom with regular curriculum; impatience with "waiting for the group."
advanced comprehension.	access to challenging curriculum and intellectual peers.	poor interpersonal relationships with less able children of the same age; adults considering child "sassy" or "smart alec"; a dislike for repetition of already understood concepts.
unusually varied interests and curiosity.	to be exposed to varied subjects and concerns; to be allowed to pursue individual ideas as far as interest takes them.	difficulty in conforming to group tasks; overextending energy levels, taking on too many projects at one time.
high level of language development.	to encounter uses for increasingly difficult vocabulary and concepts.	perceived as a "show off" by children of the same age.
high level of verbal ability.	to share ideas verbally in depth.	dominate discussions with information and questions deemed negative by teachers and fellow students; use of verbalism to avoid difficult thinking tasks.
unusual capacity for processing information.	to be exposed to ideas at many levels and in large variety.	resents being interrupted; perceived as too serious; dislike for routine and drill.

From: Barbara Clark. Growing Up Gifted. Columbus, Ohio: Charles E. Merrill, 1979. Used with permission.

Differential Cognitive (Thinking) Characteristics of the Gifted (cont'd)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
accelerated pace of thought processes.	to be exposed to ideas at rates appropriate to individual pace of learning.	frustration with inactivity and absence of progress.
flexible thought processes.	to be allowed to solve problems in diverse ways.	seen as disruptive and disrespectful to authority and tradition.
comprehensive synthesis.	to be allowed a longer incubation time for ideas.	frustration with demands for deadlines, and for completion of each level prior to starting new inquiry.
early ability to delay closure.	to be allowed to pursue ideas and integrate new ideas without forced closure or products demanded.	if products are demanded as proof of learning, will refuse to pursue an otherwise interesting subject or line of inquiry.
heightened capacity for seeing unusual and diverse relationships.	to mess around with varieties of materials and ideas.	frustration at being considered "off the subject" or irrelevant in pursuing inquiry in areas other than subject being considered; considered odd or weird by others.
ability to generate original ideas and solutions.	to build skills in problem solving and productive thinking; opportunity to contribute to solution to meaningful problems.	difficulty with rigid conformity; may be penalized for not following directions; may deal with rejection by becoming rebellious.
early differential patterns for thought processing (e.g., thinking in alternatives, abstract terms, sensing consequences, making generalizations).	to be exposed to alternatives, abstractions, consequences of choices, and opportunities for drawing generalizations and testing them.	rejection or omission of detail; questions generalizations of others which may be perceived as disrespectful behavior.

Differential Cognitive (Thinking) Characteristics of the Gifted (cont'd)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
early ability to use and form conceptual frameworks.	to use and to design conceptual frameworks in information gathering and problem solving; to seek order and consistency; to develop a tolerance for ambiguity.	frustration with inability of others to understand or appreciate original organizations or insights; personally devised systems or structure may conflict with procedures of systems later taught.
an evaluative approach to themselves and others.	to be exposed to individuals of varying ability and talent, and to varying ways of seeing and solving problems; to set realistic, achievable short-term goals; to develop skills in data evaluation and decision-making.	perceived by others as elitist, conceited, superior, too critical; may become discouraged from self-criticism, can inhibit attempting new areas if fear of failure is too great; seen by others as too demanding, compulsive; can affect interpersonal relationships as others fail to live up to standards set by gifted individual; intolerant of stupidity.
persistent, goal-directed behavior.	to pursue inquiries beyond alloted time spans, to set and evaluate priorities.	perceived as stubborn, willful, uncooperative.

Differential Affective (Feeling) Characteristics of the Gifted

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
large accumulation of information about emotions that has not been brought to awareness.	to process cognitively the emotional meaning of experience, to name one's own emotions, to identify one's own and other's perceptual filters and defense systems, to expand and clarify awareness of the physical environment, to clarify awareness of the needs and feelings of others.	information misinterpreted affecting the individual negatively.
unusual sensitivity to the expectations and feelings of others.	to learn to clarify the feelings and expectations of others.	unusually vulnerable to criticism from others, high level of need for success and recognition.
keen sense of humor — may be gentle or hostile.	to learn how behaviors affect the feelings and behaviors of others.	use of humor for critical attack upon others resulting in damage to interpersonal relationships.
heightened self-awareness, accompanied by feelings of being different.	to learn to assert own needs and feelings nondefensively, to share self with others, for self-clarification.	isolate self, resulting in being considered aloof, feeling rejected; perceive difference as a negative attribute resulting in low self-esteem and inhibited growth emotionally and socially.
idealism and sense of justice which appear at an early age.	to transcend negative reactions by finding values to which he or she can be committed.	attempt unrealistic reforms and goals with resulting intense frustration. (Suicides result from intense depression over issues of this nature.)

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Differential Affective (Feeling) Characteristics of the Gifted (cont'd)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
earlier development of an inner focus of control and satisfaction.	to clarify personal priorities among conflicting values. to confront and interact with the value system of others.	difficulty conforming; reject external validation and choose to live by personal values which may be seen as a challenge to authority or tradition.
unusual emotional depth and intensity.	to find purpose and direction from personal value system. to translate commitment into action in daily life.	unusual vulnerability; problem focusing on realistic goals for life's work.
high expectations of self and others, often leading to high levels of frustration with self, others, and situations.	to learn to set realistic goals and to accept set-backs as part of the learning process.	discouragement and frustration from high levels of self-criticism; problems maintaining good interpersonal relations as others fail to maintain high standards imposed by gifted individual; immobilization of action due to high levels of frustration resulting from situations which do not meet expectations of excellence.
strong need for consistency between abstract values and personal actions.	to find a vocation that provides opportunity for actualization of student's personal value system, as well as an avenue for his or her talents and abilities.	frustration with self and others leading to inhibited actualization of self and interpersonal relationships.
advanced levels of moral judgment.	to receive validation for non-average morality.	intolerance of and lack of understanding from peer group, leading to rejection and possible isolation.

DM II.A.19

Differential Physical (Sensation) Characteristics of the Gifted

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
unusual quantity of input from the environment through a heightened sensory awareness.	to engage in activities that will allow integration and assimilation of sensory data.	attention moving diffusely toward many areas of interest; over-expenditure of energy due to lack of integration; seeming disconnectedness.
unusual discrepancy between physical and intellectual development.	to appreciate their physical capacities.	result in gifted adults who function with a mind/body dichotomy; gifted children who are only confortable expressing themselves in mental activity resulting in a limited development both physically and mentally.
low tolerance for the lag between their standards and their athletic skills.	to discover physical activities as a source of pleasure; to find satisfaction in small increments of improvement; to engage in non-competitive physical activities.	refuse to take part in any activities where they do not excel; limiting their experience with otherwise pleasurable, constructive physical activities.
"Cartesian split" —can include neglect of physical well-being and avoidance of physical activity.	to engage in activities leading to mind/body integration; to develop a commitment to own physical well-being; to extend this concern to the social and political realm.	detrimental to full mental and physical health, inhibiting to the development of potential for the individual.

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Differential Intuitive Characteristics of the Gifted

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
early involvement and concern for intuitive knowing and metaphysical ideas and phenomena.	opportunities to engage in meaningful dialogue with philosophers and others concerned with these ideas; to become aware of own intuitive energy and ability; guidance in developing and using intuitive energy and ability.	ridiculed by peers; not taken seriously by elders; considered weird or strange.
open to experiences in this area; will experiment with psychic and metaphysical phenomena.	guidance in becoming familiar with, analyzing, and evaluating such phenomena; should be provided a historical approach.	can become narrowly focused toward ungrounded belief systems.
creativity apparent in all areas of endeavor.	guidance in evaluating appropriate uses of creative efforts; encouragement for continued development of creative abilities.	seen as deviant; becomes bored with more mundane tasks; may be viewed as troublemaker.

From: Barbara Clark. Growing Up Gifted. Columbus, Ohio: Charles E. Merrill, 1979. Used with permission.

Differential Societal Characteristics of the Gifted

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
Differential Societal Characteristics of the Gifted		
strongly motivated by self-actualization needs.	opportunities to follow divergent paths, pursue strong interests, help in understanding the demands of self-actualization.	frustration of not feeling challenged; loss of unrealized talents.
advanced cognitive and affective capacity for conceptualizing and solving societal problems.	encounters with social problems, awareness of the complexity of problems facing society, conceptual frameworks for problem-solving procedures.	tendency for "quick" solutions not taking into account the complexity of the problem; young age of gifted person often makes useable alternatives suspect; older, more experienced decision makers may not take the gifted person seriously.
Differential Social Expectations for the Gifted		
leadership.	understanding of various leadership steps and practice in leadership skills.	lack of opportunity to use this ability constructively may result in its disappearance from child's repertoire or its being turned into a negative characteristic, e.g., gang leadership.
solutions to social and environmental problems.	meaningful involvement in real problems.	loss to society if these traits are not allowed to develop with guidance and opportunity for meaningful involvement.
involvement with the meta-needs of society (e.g., justice, beauty, truth).	exploration of the highest levels of human thought; application of this knowledge to today's problems.	

From: Barbara Clark. Growing Up Gifted. Columbus, Ohio: Charles E. Merrill, 1979. Used with permission.

MOLLY

MOLLY IS A 7TH GRADER, WHO ACHIEVES BETWEEN B+ AND A+ IN ALL SUBJECTS. HER MARKS IN ENGLISH ARE PARTICULARLY HIGH. SHE SPENDS HER SPARE TIME IN THE LIBRARY AND READS DURING SHORT 3-5 MINUTE BREAKS. SHE IS SMALL FOR HER AGE, WALKS WITH HER SHOULDERS HUNCHED, APPEARS SELF-CONSCIOUS AND UNHAPPY. HER DOCTOR HAS REQUESTED SHE BE EXCUSED FROM GYM BECAUSE SHE EXPERIENCES A HIGH LEVEL OF ANXIETY WHEN IN CLOSE INTERACTION. SHE IS DIFFERENT TO THE POINT OF BEING "ODD" AND PEERS OFTEN MAKE HER A SCAPEGOAT. SHE IS SARCASTIC, CRITICAL, AND TRIES TO BE BOSSY (OTHER CHILDREN DO NOT ACCEPT HER LEADERSHIP). *

* SHE WAS FIRST PLACE IN THE CITY NATIONAL SCIENCE COMPETITION AND PLANS TO BECOME A PHYSICIST.

Case Study

EDDIE

Eddie would be an average 5th grade student if he turned in his work. He is hard for a teacher to like: mischievous, frequently tardy, and generally uninvolved in school. His teacher notes that children like him. They often ask him for answers. His desk is full of sketches of machine-like objects. He is serious, scholarly-looking, uses unusual words, but is the first to leave school in the afternoon. His mother reports he uses all money he can get to build radios. He has installed a communication system between rooms at home and built a citizen's band radio which he uses every afternoon and evening. He has access to the University library and spends every Saturday reading in the Engineering School Library.

Characteristics	

Case Study

CHRIS

Chris is a handsome 4th grader whose teacher is at her wit's end. He argues every point, wants to change the curriculum, knows how the school should be run, and manipulates the teacher and other children constantly. The psychologist reports an I.Q. above 150, but he does little work. He is highly verbal, and dominates any attempt at group discussion, believing that everyone should share his radical ideas. He has a rambunctious sense of humor, and "clowns" a lot to the amusement of everyone. He lacks most basic skills, so does rather poorly with his work. Whenever he can, he likes to get into a heated "man-to-man" discussion with adults. In spite of everything, he is well liked by the children and the teacher. He wants Ralph Nader's job when he grows up — or before!

Characteristics	

B

IDENTIFICATION

ACTIVITY: Identification Matrix

OBJECTIVE: To develop an understanding of the types of instruments and data needed to identify a student as gifted

TIME: 60 Minutes

MATERIALS:

Nomination Form I	DM II.B.3 -DM II.B.4
Nomination Form II	DM II.B.5
Nomination Form III	DM II.B.6
Compilation Form	DM II.B.7
Directions for Matrix	DM II.B.8
Identification Matrix	DM/TM II.B.9

DIRECTIONS:

1. Leader introduces the activity by discussing the purpose of identification, why are we identifying, what do we want to know and for what purpose. The task of identification rests with each school or school district and is dependent on the given population. By forming a matrix, you may then enter screening devices to best reflect your population. The emphasis must not be academic performance and intellectual giftedness only, but should include the areas of creativity, leadership, the arts, and psychomotor. The tools will help you select a given population with special needs.

2. Workshop leader distributes the three teacher Nomination Forms to each participant (DM II.B.3 -DM II.B.4 , DM II.B.5 , and DM II.B.6).

3. Leader requests that each participant complete the forms according to the directions provided on each.

4. Upon completion, leader distributes Compilation Form DM II.B.7 to each participant and provides directions. Allow 15 minutes for completion.

5. Leader displays Identification Matrix DM/TM II.B.9 on overhead projector and using Directions for Matrix DM II.B.8 explains directions for completing matrix.

   (NOTE TO TRAINER: Under the list of instruments on the Identification Matrix the first three are to be completed for this activity. The other items are included as supplemental information.)

6. Leader distributes Identification Matrix DM/TM II.B.9 and Directions for Matrix DM II.B.8 to each participant and assigns an outside assignment completion of the matrix on one student selected from Nomination Forms.

7. At the next session, leader asks participants to sit with others who had similar scores for their students and provides the following directions:

   . Compare and contrast the strengths and weaknesses of those pupils who had similar scores.

8. After 15-20 minutes, leader conducts large group feedback addressing the following points:

   . bias of standardized testing

   . possible variations in matrices

   . type of program the identification is going to address

   . experience in completion of teacher checklist.

NOMINATION FORM I

WHOLE-GROUP CLASSROOM SCREENING

Teacher nominations.
Will you please take a few minutes to write in the first and last names of one or two children (or more) whose names come into your mind first as you look at the terms below? This should be done as free association, very rapidly. You need not fill every space. If you list a child more than once, use the first name and last initial to save time after the first listing. Thank you very much.

1. Has outstanding academic ability in one or more subject areas. ______
2. Learns easily. ______
3. Original, imaginative, creative. ______
4. Possesses knowledge of a wide variety of subjects. ______
5. Persistent, resourceful, self directed. ______
6. Demonstrates common sense. ______
7. Inquisitive, skeptical. ______
8. Informed in unusual areas. ______
9. Artistic. ______
10. Outstanding vocabulary, verbally fluent. ______
11. Avid reader. ______
12. Musical. ______
13. Independent worker, shows initiative. ______
14. Good judgement, logical, solves problems by ingenious methods. ______
15. Flexible, open. ______
16. Versatile, many interests. ______
17. Shows unusual insights. ______
18. Shows high level of sensitivity, empathy. ______
19. Possesses a keen sense of humor. ______
20. Shows mechanical ability. ______

21. Shows leadership, voluntarily undertakes responsibility and follows through. ______________________________

22. Qualified child who is the biggest nuisance. ______________________________

23. Child whose parents are most concerned about increasing the enrichment of her/his educational progress. ______________________________

24. One to whom most others turn for direction.
____

25. Child the other children like best. ______________________________

26. Child who the teacher feels might be in the program, but is not described above. WHY?

Adapted from Ruth A. Martinson. The Identification of the Gifted and Talented. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1974.

WORKSHEET FOR IDENTIFYING CHILDREN GIFTED IN LEADERSHIP ABILITY

If a child can be described by all or part of any of the following statements put the number of each characteristic which applies to him after his name.

1. Is liked and respected by most of the members of the class.
2. Is able to influence others to work toward desirable goals.
3. Is able to influence others to work toward undesirable goals.
4. Can take charge of the group.
5. Can judge the abilities of other children and find a place for them in group activities.
6. Is able to figure out what is wrong with an activity and show others how to do it better.
7. Is often asked for ideas and suggestions.
8. Is looked to by others when something must be decided.
9. Seems to sense what others want and helps them to accomplish it.
10. Is a leader in several kinds of activities.
11. Enters into things with contagious enthusiasm.
12. Is elected to offices.

Pupil's Name	No. of the Characteristics	Remarks

Nomination Form III

TEACHER EVALUATIONS OF CREATIVITY

1. Which children in your class are the most fluent in the production of ideas? These are children who seem to be "just running over with ideas," though not always the most talkative. Some of their ideas may not be of high quality.

    1. ______________________________
    2. ______________________________
    3. ______________________________
    4. ______________________________

2. Which children in your class are the most flexible in their thinking and in the production of ideas? When one plan or procedure fails, they come up immediately with a different approach. They employ a variety of strategies or approaches in solving problems. They readily abandon unproductive approaches although they do not abandon the goal; they simply find some other way of achieving the goal.

    1. ______________________________
    2. ______________________________
    3. ______________________________
    4. ______________________________

3. Which children in your class are the most original in their thinking? They are able to get away from the obvious and the commonplace and break away from the beaten path. They see relationships and think of ideas and solutions which are different from others in the class and from the textbook. Many, though not all, of their ideas prove to be useful. Some of their ideas are quite surprising, though true.

    1. ______________________________
    2. ______________________________
    3. ______________________________
    4. ______________________________

4. Which children in your class are the best in elaborating ideas? They are able to take an idea or a task and spell out the detail. They can take a simple idea and "embroider" it or make it fancy and attractive. Their drawings are very detailed and they are able to develop very detailed or thorough plans for projects.

    1. ______________________________
    2. ______________________________
    3. ______________________________
    4. ______________________________

Compilation Form

Directions: Record the names of students nominated from Form I, II, III. Underline those names which appear numerous times. Record the names which appear most often in column four (4) Teacher Nomination.

Nomination Form I	Nomination Form II	Nomination Form III	Teacher Nomination

DM II.B.7

DIRECTIONS FOR MATRIX

This matrix form would be the final step in the identification process. Once a final total score is achieved, the teacher would be able to rank a student for the given population.

Students would receive weighted scores based on the type of program for which they are to be nominated,thus matching student to program through the matrix.

Based on your population you may choose to give 5 points for any I.Q. score over 135. Five (5) points for standardized achievement scores above the 95th%tile. Five (5) points for a child nominated by 6 of his peers etc.

If your program is academically oriented you may want to weight I.Q. higher than peer nomination. If 5 X's higher then multiply the score of 5 X 5 = 25 points for a given child's I.Q. 5 X 1 = 5 for a given child's peer nomination. Thus identification emphasis is matched with the type of program for the student. You may decide not to utilize standardized scores at all, or to include samples of work for extra points after the total score.

There are forms where the weighting is completed. A district may choose to utilize a format that matches their needs without developing their own matrix.

IDENTIFICATION MATRIX

Student Name: ______________________________ Date: __________________

Grade: ____________________________

Sample list of possible instruments to be utilized	5-pts.	4-pts.	3-pts.	2-pts.	1-pts.	multiply score by given weights
STANDARDIZED I.Q. SCORE			(example) 120-124			_____X's_____=
STANDARDIZED TEST ACHIEVEMENT SCORE			(example) 90-94 percentile			_____X's_____=
TEACHER NOMINATION						_____X's_____=
CREATIVITY TEST SCORE						
PEER NOMINATIONS						
PARENT NOMINATIONS						
STUDENT WORK SAMPLE						
BIOGRAPHY						
SPECIAL INTERESTS OF STUDENT						
OTHER						
						Total Score

ACTIVITY: Student Profile Grid

OBJECTIVE: To allow participants to use and interpret information about gifted/talented students for the purpose of educational programming

TIME: 60 Minutes

MATERIALS:
Grids DM II.B.12-DM II.B.14
Grid DM/TM II.B.15
Student Information #1 DM II.B.16
Student Information #2 DM II.B.17 - DM II.B.18
Student Information #3 DM II.B.19 - DM II.B.21
Carbon Paper

DIRECTIONS: Before the activity, leader prepares Grids DM II.B.12-DM II.B.14 by placing the grid pages in numerical order with carbon paper between DM II.B.14 and DM/TM II.B.15.

1. Leader states purpose of activity which is to allow participants to prepare six student profiles, based on information given, in order to develop appropriate educational programs for gifted/talented students.

2. Leader distributes Grids DM II.B.12-DM II.B.14 and reviews the areas of giftedness.

3. Leader gives the following directions regarding the grid:

   - Throughout the activity, participants should write only on the top page of the grid.

   - As the activity progresses, participants will tear off the top page of the grid, and proceed to the next page , only when that direction is given by the leader.

   - Participants should not look at the bottom page of the grid until activity is completed.

4. Leader distributes Student Information #1. DM II.B.16 and tells participants to mark with an "X" the column on the first grid which best describes each student's particular area of giftedness based on the small amount of information given.

5. When participants have completed this task, leader tells participants to tear off the top page of the grid.

6. Leader then distributes Student Information #2. DM II.B.17-II.B.18, which is a more informative description of each of the six students.

7. Leader tells participants that, based on this new information, they should mark each area of giftedness on the grid for each student according to the following code:

Student shows strength in this area:

1 - Seldom, if at all
2 - Sometimes (Occasionally)
3 - Frequently
4 - Almost always

8. Upon completion of this task, participants tear off the top page of the grid.

9. Leader then distributes Student Information #3. DM II.B.19-21 which is an even more complete description of each of the six students.

10. Leader tells participants that, based on this more complete information, they are to again mark on the grid each area of giftedness for each student according to the following code:

D - Student shows demonstrated ability in this area.
P - Student shows potential ability in this area.
N - Student shows neither demonstrated nor potential ability in this area.

11. When participants have completed this activity, they should tear off the top page and carbon sheet of the grid. The bottom (remaining) page of the grid gives a profile of each of the six students based on the total information given.

12. Leader displays DM/TM II.B.15 on overhead projector and conducts group feedback:

    - Leader records a sample student profile of each of the six students, from six different participants.
    - Participants then compare these to their own student profiles; what does each profile say about each of the six students?
    - What do the student profiles say about how a teacher might interpret student information, or how a teacher might view a gifted student?
    - Regarding educational programming, how could the student profiles be used to group students for certain lessons, activities, etc.?

Psychomotor Abilities						
Visual/Performing Arts						
Leadership						
Creative or Productive Thinking						
Specific Academic Aptitude						
General IQ						
AREAS OF GIFTEDNESS STUDENT	1	2	3	4	5	6

DM II.B.12

AREAS OF GIFTEDNESS / STUDENT	1	2	3	4	5	6
Psychomotor Abilities						
Visual/Performing Arts						
Leadership						
Creative or Productive Thinking						
Specific Academic Aptitude						
General IQ						

DM II.B.13

AREAS OF GIFTEDNESS / STUDENT	1	2	3	4	5	6
Psychomotor Abilities						
Visual/Performing Arts						
Leadership						
Creative or Productive Thinking						
Specific Academic Aptitude						
General IQ						

DM II.B.14

Areas of Giftedness Student	General IQ			Specific Academic Aptitude			Creative or Productive Thinking			Leadership			Visual and/or Performing Arts			Psychomotor Abilities		
1																		
2																		
3																		
4																		
5																		
6																		

STUDENT INFORMATION #1.

1 This child is often seen in the library, looking for a book to take home. More than likely this will be a sports biography, for this child is also frequently spotted on the playing field. S/he excels in math, hates spelling, loves logic problems, and delights in figuring out difficult "trick" questions.

2 This student may be small, but WATCH OUT! This is a child who LOVES everything! Bouncy, popular, s/he will be involved with almost any activity upon request, but will occasionally opt out due to peer pressure. S/he desires popularity strongly, but is torn between what s/he knows is right, and what is being done by peers at that moment. Usually, "right" wins out, but not without inner turmoil and struggle.

3 This pupil reads constantly, always choosing books above grade level, yet NEVER produces a finished paper. S/he hates any form of written work, but does fantastic "head stuff." Although intrigued by logic puzzles, brain-type games, etc., s/he is weak in basic computational math skills.

4 High artistic ability leads this child to see all assignments in terms of a product of artistic expression. S/he tends to ignore written work or to do it haphazardly, usually because s/he is sketching constantly all over everything. A math paper will be embellished with characters, etc.

5 Very quiet, studious and conscientious, this student must make an effort to be creative--it doesn't come naturally. S/he has learned the skills of fluency, flexibility, elaboration, and can apply them to produce original products. Creative abilities have been improved, but this student is still more comfortable with the "study, memorize, test" routine.

6 A "true-blue" student type, this child delights in being smart and enjoys thoroughly the role of "top banana" in the class. S/he is always the first to raise his/her hand in class, and loves to know an isolated fact the teacher doesn't know, or couldn't possibly know. Dedicated to fact accumulation, with a strong bend for science-related topics, this child retains information easily and for long periods of time.

STUDENT INFORMATION #2.

1 This child is often seen in the library, looking for a book to take home. More than likely this will be a sports biography, for this child is also frequently spotted on the playing field. S/he excels in math, hates spelling, loves logic problems, and delights in figuring out difficult "trick" questions. Lunchtime is spent planning with others for the class camp-out, or formulating ideas for reorganizing the classroom. Very, very popular, s/he is admired by many for the multitude of talents displayed daily. When things need to be done about the room, s/he organizes the others to accomplish the tasks quickly and efficiently--and yet in such a manner that no one resents the directives. Purposeful games are a favorite pastime, although this child's favorite T.V. program, at the other extreme, is "Mork and Mindy." Seldom, if ever, does anyone question this child's decisions or suggestions.

2 This student may be small, but WATCH OUT! This is a child who LOVES everything! Bouncy, popular, s/he will be involved with almost any activity upon request, but will occasionally opt out due to peer pressure. S/he desires popularity strongly, but is torn between what s/he knows is right, and what is being done by peers at that moment. Usually, "right" wins out, but not without inner turmoil and struggle. S/he is developing empathy, and an awareness of the feelings and needs of others, which is becoming a strong feature of his/her personality. The enthusiasms and pep of this student can overwhelm and exhaust the teacher, but the child can do TEN things at once--all terrifically! S/he excels in all areas--even sports! Very self-aware of strengths and weaknesses, this pupil makes self-improvement charts, sets high goals for self, and likes to share them with the teacher. An only child, s/he is very close to mother, which adds at times to the pre-adolescence traumas. Basically strong in all academic areas, there are occasionally spots in which a gap exists in either knowledge or experience, which is very disturbing to the child.

3 This pupil reads constantly, always choosing books above grade level, yet NEVER produces a finished paper. S/he hates any form of written work, but does fantastic "head stuff." Although intrigued by logic puzzles, brain-type games, etc., s/he is weak in basic computational math skills. This child daydreams frequently, inventing story plots, mechanical devices, etc., which always end up on scraps of paper, and are usually lost by the next day. This is of no concern to this child, for s/he knows there are so many more stored in his/her head. S/he rebels when pushed, becomes less than agreeable, and retreats into a quiet sulk. S/he will also "eat" the ends of papers when feeling stress to perform. Last year's notebook cover ended up inside this child's stomach, in this manner. S/he slouches, walks in a stooped, frightened position, and appears to be more than usually insecure. Although very aware of everything going on in the classroom, s/he seldom speaks out in the group or participates in any activities that are affectively oriented.

STUDENT INFORMATION #2.
(cont'd)

4 High artistic ability leads this child to see all assignments in terms of a product of artistic expression. S/he tends to ignore written work or to do it haphazardly, usually because s/he is sketching constantly all over everything. A math paper will be embellished with characters, etc. However, the child doesn't know how to integrate this talent into other areas, or even to use it properly for projects, etc. S/he often boasts and brags about these abilities in order to conceal his/her insecurities in other academic areas, in which less success is evident. Although no subject matter area gives him/her any difficulty, s/he doesn't feel this way. Language arts is a particularly strong area, although verbal accomplishments are stronger than written, as written assignments are often sidetracked by art work. This child seems to need to reinforce his/her self-image, often loudly and vocally, and is frequently annoying to classmates and teachers alike.

5 Very quiet, studious and conscientious, this student must make an effort to be creative--it doesn't come naturally. S/he has learned the skills of fluency, flexibility, elaboration, and can apply them to produce original products. Creative abilities have been improved, but this student is still more comfortable with the "study, memorize, test" routine. S/he takes school quite seriously, yet seems anxious to always be done with a task. S/he always goes beyond the assignment when possible, but comments in his/her daily journal leave one to wonder about the degree of intrinsic motivation vs. outside pressure to excel. S/he would rather be out on the playing field, but never complains. This pupil segregates self from outside social life in school and prefers to work alone, concentrating on the task at hand. S/he enjoys "brainy" type puzzles, challenges, etc., and will spend large amounts of time on them, even extra moments at lunchtime. A natural speller, s/he seldom misses a word, yet finds it difficult to perform, give a presentation or find an original manner in which to present a project.

6 A "true-blue" student type, this child delights in being smart and enjoys thoroughly the role of "top banana" in the class. S/he is always the first to raise his/her hand in class, and loves to know an isolated fact the teacher doesn't know, or couldn't possibly know. Dedicated to fact accumulation, with a strong bend for science-related topics, this child retains information easily and for long periods of time. S/he HATES things such as imagination development exercises, role plays, etc., but LOVES doing papers, projects, etc., which require book research. Overcompetitive, s/he would not be above a few underhanded plays if they enhanced the chances for a higher grade, for which s/he will be generously rewarded by grandparents, etc. S/he is easy to please as long the activity is academically oriented, and gets along well with teachers. (S/he realizes who gives out the grades!) A very large child for his/her age, peer relationships are weak, and social contacts outside of school are minimal. A born investigator, s/he never accepts an answer or opinion at face value, but always digs deeper, on his/her own.

STUDENT INFORMATION #3.

1 This child is often seen in the library, looking for a book to take home. More than likely this will be a sports biography, for this child is also frequently spotted on the playing field. S/he excels in math, hates spelling, loves logic problems, and delights in figuring out difficult "trick" questions. Lunchtime is spent planning with others for the class camp-out, or formulating ideas for reorganizing the classroom. Very, very popular, s/he is admired by many for the multitude of talents displayed daily. When things need to be done about the room, s/he organizes the others to accomplish the tasks quickly and efficiently--and yet in such a manner that no one resents the directives. Purposeful games are a favorite pastime, although this child's favorite T.V. program, at the other extreme, is "Mork and Mindy." Seldom, if ever, does anyone question this child's decisions or suggestions. Always overprepared on assignments, s/he never needs reminders about due dates, but instead keeps track for other students, giving them the needed reminders. On the few occasions when less than outstanding at something, this student accepts it with humor and grace. S/he copes well with every type of situation, and seems to possess an in-born faculty for handling frustration. An ardent sports fan, nevertheless, s/he will sit and draw fantasy creatures for an imaginary world during the intermission at a hockey game. For reasons such as this, the parents of this child often find it difficult to cope and/or to understand. Strangely, no other child would ever mock this student for anything s/he did--but would show curiosity instead, and would later be found trying to copy the behavior or activity.

2 This student may be small, but WATCH OUT! This is a child who LOVES everything! Bouncy, popular, s/he will be involved with almost any activity upon request, but will occasionally opt out due to peer pressure. S/he desires popularity strongly, but is torn between what s/he knows is right, and what is being done by peers at that moment. Usually, "right" wins out, but not without inner turmoil and struggle. S/he is developing empathy, and an awareness of the feelings and needs of others, which is becoming a strong feature of his/her personality. The enthusiasms and pep of this student can overwhelm and exhaust the teacher, but the child can do TEN things at once--all terrifically! S/he excels in all areas--even sports! Very self-aware of strengths and weaknesses, this pupil makes self-improvement charts, sets high goals for self, and likes to share them with the teacher. An only child, s/he is very close to mother, which adds at times to the pre-adolescence traumas. Basically strong in all academic areas, there are occasionally spots in which a gap exists in either knowledge or experience, which is very disturbing to the child. Messy, hurried work spoils projects, etc., but when s/he overcomes it, there is a great sense of elation. This is true when some other area in which insecurity is felt is bolstered by the self-improvement plan. This child has the capacity to enjoy intrinsic rewards even more than a prize for success. Very creative, s/he always has three or four alternatives to every problem. S/he shares with the group at the drop of a hat, and is very verbal about feelings, etc. S/he possesses very strong likes and dislikes, which change daily, with great highs and lows being seen. No subject is a favorite to any degree, with interest and curiosity being shown in all areas of academic work.

STUDENT INFORMATION #3.
(cont'd)

3 This pupil reads constantly, always choosing books above grade level, yet NEVER produces a finished paper. S/he hates any form of written work, but does fantastic "head stuff." Although intrigued by logic puzzles, brain-type games, etc., s/he is weak in basic computational math skills. This child daydreams frequently, inventing story plots, mechanical devices, etc., which always end up on scraps of paper, and are usually lost by the next day. This is of no concern to this child, for s/he knows there are so many more stored in his/her head. S/he rebels when pushed, becomes less than agreeable, and retreats into a quiet sulk. S/he will also "eat" the ends of papers when feeling stress to perform. Last year's notebook cover ended up inside this child's stomach, in this manner. S/he slouches, walks in a stooped, frightened position, and appears to be insecure. Although very aware of everything going on in the classroom, s/he seldom speaks out in the group or participates in any activities that are affectively oriented. This child refuses openly to become involved in self-awareness activities, prefering to retreat to his/her desk or a corner to be alone. Paradoxically, out of school, this child is very popular and sports oriented. A "walking encyclopedia" type, s/he is a collector of miscellaneous, nonvital facts, and possesses great intellectual curiosity. This child simply hates the mundane routine assignments, and sees no need for them if s/he already knows the material. This often makes him/her less than popular with teachers, who see this as a rebellious streak, rather than the ability to see beyond "busywork" teaching technique. S/he is always completely satisfied with less than that of which s/he is capable, another trait that is particularly annoying to teachers. This child is happiest when the teacher pretends not to see him/her and s/he can indulge in uninterrupted daydreaming or reading.

4 High artistic ability leads this child to see all assignments in terms of a product of artistic expression. S/he tends to ignore written work or to do it haphazardly, usually because s/he is sketching constantly all over everything. A math paper will be embellished with characters, etc. However, the child doesn't know how to integrate this talent into other areas, or even to use it properly for projects, etc. S/he often boasts and brags about these abilities in order to conceal his/her insecurities in other academic areas, in which less success is evident. Although no subject matter area gives him/her any difficulty, s/he doesn't feel this way. Language arts is a particularly strong area, although verbal accomplishments are stronger than written, as written assignments are often sidetracked by art work. This child seems to need to reinforce his/her self-image, often loudly and vocally, and is frequently annoying to classmates and teachers alike. Yet his/her warm and charming personality disarms people's anger quickly, and the child is actually well liked, and very respected for his/her art ability. Others often come to him/her to have their papers decorated, or for ideas for embellishing projects. Although s/he loves to decorate the classroom, do bulletin boards, etc., s/he resists new techniques even in the art field, and continues to repeat experiences which were successful and in which s/he felt comfortable.

STUDENT INFORMATION #3.
(cont'd)

5 Very quite, studious and conscientious, this student must make an effort to be creative--it doesn't come naturally. S/he has learned the skills of fluency, flexibility, elaboration, and can apply them to produce original products. Creative abilities have been improved, but this student is still more comfortable with the "study, memorize, test" routine. S/he takes school quite seriously, yet seems anxious to always be done with a task. S/he always goes beyond the assignment when possible, but comments in his/her daily journal leave one to wonder about the degree of intrinsic motivation vs. outside pressure to excel. S/he would rather be out on the playing field, but never complains. This pupil segregates self from outside social life in school and prefers to work alone, concentrating on the task at hand. S/he enjoys "brainy" type puzzles, challenges, etc., and will spend large amounts of time on them, even extra moments at lunchtime. A natural speller, s/he seldom misses a word, yet finds it difficult to perform, give a presentation or find an original manner in which to present a project. S/he sticks to the safe,tried-and-true methods, even though often possessing great ideas. Sadly, s/he seldom ventures to share them with the group. Occasionally, s/he discusses them with the teacher, but insecurity concerning abilities often prevents this from happening. The mother of this child tends not to appreciate his/her abilities, and frequently overlooks successful accomplishments of great merit to complain about handwriting, etc. S/he has seemed to gain some security from associations with other gifted children, but is still not a leader, although tendencies to become one seem latent.

6 A "true-blue" student type, this child delights in being smart and enjoys thoroughly the role of "top banana" in the class. S/he is always the first to raise his/her hand in class, and loves to know an isolated fact the teacher doesn't know, or couldn't possibly know. Dedicated to fact accumulation, with a strong bend for science-related topics, this child retains information easily and for long periods of time. S/he HATES things such as imagination development exercises, role plays, etc., but LOVES doing papers, projects, etc., which require book research. Overcompetitive, s/he would not be above a few underhanded plays if they enhanced the chances for a higher grade, for which s/he will be generously rewarded by grandparents, etc. S/he is easy to please as long the activity is academically oriented, and gets along well with teachers. (She realizes who gives out the grades!) A very large child for his/her age, peer relationships are weak, and social contacts outside of school are minimal. A born investigator, s/he never accepts an answer or opinion at face value, but always digs deeper, on his/her own. At times this child will ignore finishing an assignment to satisfy his/her thirst for knowledge about a topic of interest which just happens to pop up in the course of doing the assigned task. When thoroughly immersed in seeking greater depth about a topic, s/he can possess the ability to commit self to long-term tasks. Called an "overachiever" by the school psychologist, this child wrote questions on all six levels of the Bloom Taxonomy in half-an-hour, while studying a newspaper article about an eclipse, using a study guide designed for that purpose. S/he then commented that it seemed apparent most of the students in the class could only answer the questions on the first two taxonomy levels, but that his/her fellow students in the gifted program had the ability to answer all questions on all the levels.

C

NEEDS OF GIFTED IN ACADEMICS AND ARTS

ACTIVITY: I Need

OBJECTIVE: To familiarize classroom teacher with the needs of the gifted

TIME: 45 Minutes

MATERIALS: Needs DM/TM II.C.2
Case Studies (From Activity II.A.14. Does Anything Go)
Blank Case DM II.C.3

OPTIONAL: Tape of Song: "Roses are Red" by Harry Chapin

DIRECTIONS:

1. Workshop leader may use the song to introduce the idea of needs.

2. Using Needs DM/TM II.C.2 leader discusses the needs identified and answers/clarifies questions.

3. Using Case Studies DM II.A.23 -DM II.A.24 distributed previously during Activity II.A.14 leader asks participants to individually write needs over the second column. Participants determine needs for students described on case study form and record appropriate needs in the space provided.

4. Leader conducts feedback asking participants to share reasons for their choices.

5. Leader needs to be aware of important points:

    . gifted children have many needs
    . gifted children are as different as any heterogeneous groups of children

6. Homework or follow-up activity:

    a. Add to the list of needs, other needs discovered.
    b. Distribute Blank Case Study worksheet, DM II.C.3 asking participants to write a brief description of a child with whom they are familiar. Participants list the characteristics and the needs of the child for next session.

7. NOTE TO TRAINER: Maintain groups' responses on Eddie DM II.A.14 for use during Activity II.C.4 "Changing Over Time."

NEEDS

- to be challenged
- to work at their own ability level
- to work with peers at their level
- an understanding of the social adjustments necessary to work with all individuals (i.e.: not always alone, not always with peers)
- time to think - solitude
- for a positive self-concept, understand themselves
- to be treated as individuals
- opportunities for self-direction
- for role models
- for support systems/counseling,i.e.: parent, teacher, peer-understanding, acceptance, assistance
- for access to primary resources
- an outlet for their creativity
- to learn skills commensurate to their ability level (higher level thinking skills)
- incentives/motivation
- to learn to deal with stress and pressure (parental and teacher attitudes and behaviors, peer values and pressures toward conformity, stereotyping)
- to be able to deal with openness in vocational opportunities
- exposure to the arts
- to develop expectations that are commensurate with their ability level, but not lose their cultural heritage
- to recognize that they may excel in one area, but be average or fail in another
- to develop strengths, receive assistance to master weaknesses

CASE STUDY

Characteristics	Needs

ACTIVITY: Changing Over Time

OBJECTIVE: To identify changing needs over time and to appreciate the importance of on-going assessment

TIME: 45 Minutes

MATERIALS:
Eddie, 5th Grade TM II.A.24
Eddie, 10th Grade DM II.C.5
Newsprint
Markers

DIRECTIONS:

1. Workshop leader introduces the activity by reminding participants of our fifth grader, "Eddie," whom we met during Activity II.A.14 "Does Anything Go."
2. Leader displays TM II.A.24 (Eddie's Case) completed with the needs identified by participants during Activity II.C.1 "I Need."
3. Leader distributes Eddie 10th Grade DM II.C.5 and informs the group that here we are five years later and Eddie is now in tenth grade.
4. Leader asks each small group to develop a list of needs based on the information provided on Eddie.
5. Leader conducts large-group feedback recording the needs identified by the groups on newsprint.
6. Leader discusses how needs change over time and the importance of on-going assessment of a pupil's progress to revise appropriately the student's program.

EDDIE
10th Grade

Eddie is now a 10th grader. His performance in academic subjects is generally poor. He received a B in Mathematics with no effort, according to his teacher. Eddie has received a C in English because he does not complete work on time. The teacher is aware of Eddie's extensive vocabulary but notes extremely poor spelling and writing habits. Although he is an avid reader, the teacher reports that he does not complete assigned reading and book reports. Eddie is receiving a D in History. Although his test average is 92, Eddie does not participate in class and has not completed any assignments. His C in Science is a composite of exceptional grades on units of interests and near failing grades in units of disinterest.

Eddie seldom participates in class and spends a great deal of time distracting others, drawing, and daydreaming. When questioned about his drawings, Eddie reports that they are the sketches for his latest idea for creating a solar powered car. He will be able to drive in two years and is determined that he will complete his project by that time. Parents report that he has a morning newspaper route, and works at the local gas station 3 nights a week and Saturdays in order to purchase the needed parts for his project.

Eddie enjoys continued peer support. They enjoy his wit and cleverness, and are trying to talk him into running for class vice-president.

Eddie has spoken to his guidance counselor about attending various technical courses at BOCES but has been discouraged from doing so because of his exceptionally high IQ.

SUGGESTED RESOURCES FOR SECTION II

Abraham, Willard. *Gifts, Talents, and The Very Young: Early Childhood Education for Gifted/Talented*. Los Angeles: National/State, 1977.

Bagley, Richard, et al. *Identifying the Talented and Gifted*. Salem, OR: Oregon State Education Department, 1979.

Baldwin, Alexinia. *Educational Planning for the Gifted: Overcoming Cultural, Geographic and Socio-economical Barriers*. Reston, VA: Council for Exceptional Children, 1978.

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Berkowitz, Susan, et al. *Identification of Gifted Talented Pupils - Suggested Procedures and Instruments*. Trenton, NJ: New Jersey State Education Department, 1978.

Blanning, Jean (Ed.). *ID and Programming for Hispanic Gifted/Talented Students*. Hartford, CT: Connecticut State Education Department, 1980.

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Hagen, Elizabeth. *Identification of the Gifted*. New York: Teachers College Press, 1980.

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Kaplan, Sandra N., et al. *Inservice Training Manual: Activities for Idendification/Program Planning for the Gifted/Talented*. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1976.

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Miley, James F., et al. *Promising Practices. Teaching the Disadvantaged Gifted*. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1975.

Morberg, Kendra. Who is Gifted? Salem, OR: Oregon State Education Department, 1979.

Peek, June.. Module 4 - Identification (Inservice Material). Olympia, WA: Office of Superintendent of Public Instruction, 1980.

Renzulli, Joseph S. What Makes Giftedness? A Reexamination of the Definition of Gifted/Talented. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1979.

Rivlin, Harry. Advantage: Disadvantaged Gifted - Presentations from the Third National Conference on Disadvantaged Gifted. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1978.

Roedell, Wendy. Gifted Young Children. New York: Teachers College Press, 1980.

Torrance, E. Paul. Discovery and Nurturance of Giftedness in the Culturally Different. Reston, VA: Council for Exceptional Children, 1977.

Tuttle, Frederick B., Jr. Identification of the Gifted and Talented. Washington: National Education Association, 1980.

White, Alan J. (Ed.), et al. Task Force Report on Identification. Hartford, CT: Connecticut State Education Department, 1978.

III

ASSESSMENT

A

WHY ASSESS?

ACTIVITY: Assessment Background

OBJECTIVE: To provide participants with background in issues and techniques related to student assessment

TIME: 60 Minutes

MATERIALS: Narrative Notes III.A.2 -III.A.6

DIRECTIONS:

1. Workshop leader using Narrative Notes III.A.2 - III.A.6 prepares a presentation regarding student assessment which covers the following topic areas:

   . Criterion Referenced vs. Norm Referenced Testing
   . Grade Equivalents - What Do They Mean?
   . Out-of-Level Testing
   . How Standardized Tests Fail to Identify Gifted Students - Teacher's Response
   . Screening Instruments - Gifted
      ..Inventories
      ..Checklists
      ..Formal Tests of Cognitive and Artistic Ability

NARRATIVE NOTES

A. Differences and Similarities Between CRT's and NRT's

The workshop leader will discuss points of difference and similarity including:

1. Development

NRT's and CRT's are developed using similar procedures:

a) Objectives to be covered are identified and prioritized;

b) Items are prepared or selected from an item pool to meet objectives;

c) Items are tested to determine if they correlate positively with the total test score and similar already-established tests.

2. Diagnostic/Prescriptive Functions

CRT's are focused on clearly defined curricular or learning units. Items should discriminate between students who have been instructed in an area and those who have not. NRT's are more global in coverage and are not focused on specific curricula but rather on general abilities.

3. Uses of Tests

CRT's are best used for determining specific mastery levels of one student over time while NRT's are best used for determining abilities of a student relative to abilities of other students. In using either type of test, certain conditions must be met:

a) Pre- and post-testing must occur on the same objectives/items (CRT) or test forms (NRT's).

b) All pupils must be post-tested with the same items/tests.

c) Post-test should apply specifically to the content of treatment; in other words, both CRT's and NRT's should have high validity.

d) There must be a range of obtained scores on both pre- and post-tests. If most students obtain near zero or near perfect scores, meaningful interpretation of results is not possible.

4. Test Selection

Four points should be kept in mind when selecting a CRT or NRT:

a) Content of the test should be consistent with the purposes of assessment, that is, the test should be valid.

b) Appropriateness of student sample should be determined by comparing student(s) assessed with students tested during the norming and/or development of the test.

c) Reliability should be moderately high, that is, a test should produce relatively consistent scores when administered to students a second time.

d) Ease of administration should be determined by review of format, time required to administer, scoring, interpretation, and any other factors that bear upon testing.

B. Grade Equivalents - Meaning and Hazards of Using

1. Meaning of G.E. Scores

a) G.E. Score is the most popular means of reporting scores. Typically reported in terms of grades and months (e.g., 5.8), it is intuitively interpreted to mean performance equivalent to that of students on that grade level. In fact, it does not. For example, a first grade student achieves a perfect score on a reading subtest and obtains a G.E. score of 5.3. Does this mean the first grader reads as well as a fifth grader? On the contrary, it means that the median fifth grader would get a perfect score on the first grade test, if taken. The actual meaning of G.E. scores is different from the intuitive meaning ascribed to them.

Basically, two problems arise through use of G.E.'s:

a) Their simplicity is misleading and, in fact, they may be uninterpretable.

b) Actual differences in scores are distorted because of statistical problems in developing G.E. tables.

2. Why Do G.E.'s Distort Assessment?

a) G.E.'s are not based on equal interval units (i.e., in contrast to standard scores) and should not be averaged .

b) The "above average" and "below average" G.E.'s are estimates and may be inaccurate.

c) G.E.'s are based on once-a-year test norms and do not account for uneven growth during the year.

d) G.E.'s based on twice-a-year test norms eliminate loss over the summer (summer forgetting) from calculation of G.E.'s, penalizing average students.

3. Interpretation

a) G.E.'s should be used only as a tool to identify frequency of correct response patterns. G.E.'s have nothing to say about the content students have mastered at levels above or below those covered by the test itself. The interpreter can only infer that a student has answered more, the same number, or fewer items than any other child taking the same test.

b) G.E.'s should not be used to measure growth of individual students or groups of students.

c) Above or below average G.E.'s should alert the teacher to the need for alternate scores (i.e., standard scores, stanines or percentiles) to be selected according to the intended use of the information.

C. Out-of-Level Testing

1. Need for out-of-level testing:

   a) Floor effects, which occur when a test is too difficult, result in low scores in a test within a limited range.

   b) Ceiling effects, which occur when a test is too easy, result in high scores within a limited range.

2. Checks for Effects

   a) Floor effects are identifiable if the mean is substantially higher than the median (by about 1/3 of the standard deviation).

   b) Ceiling effects are identifiable if the mean is substantially lower than the median (by about 1/3 of the standard deviation).

3. Determining the Appropriate Test Level

   a) Generally, the level of a test is appropriate when the mean raw score of a group is equal to or above a third of the maximum score, but not greater than three quarters of the maximum score. For example, if the maximum possible raw score is 96 on a test level, that level is appropriate if a group's score on that test is no less than 32 and no greater than 72.

   b) If the mean raw score is below this "one-third cut off," move one test level down. If above the "three-quarters cut off," move one level higher.

   c) The same rule can be used for determining appropriate test levels for individuals.

4. Interpreting Out-of-Level Test Scores

   a) Out-of-level testing should be used with tests providing expanded standard scores scales which permit raw scores (out-of-level) to be compared to in-level percentiles.

   b) Percentile scores are the preferred type of converted score and are usually obtainable from raw score or expanded scale score tables.

   c) Assuming converted scores are accurate, interpret percentiles as usual.

D. How Standardized Tests Fail to Identify Gifted Students

Standardized tests are the most common and efficient method of assessing student abilities. However, in determining the abilities of superior students several problems exist as follows:

1. Standardized tests reflect restrictive notions of learning by failing to measure higher level thinking skills, the processes of thinking and decision making students use to reach conclusions, and the cognitive relevance of the questions asked.

2. Standardized tests contain inherent measurement problems which limit their value as devices for assessing superior students' performance: a) norms are not appropriate for extreme levels of ability; b) ceiling effects reduce differences in pre- and post-test scores, and thus, the meaningfulness of "gains"; c) pre-and post-testing on the same tests may result in "regression to the mean" for high ability students ; that is, such students are likely to score lower on post-tests simply due to chance.

3. Some alternatives for teachers:

    a) Counsel superior students not to probe for subtle meaning in test items, but to seek obvious solution(s).

    b) Use oral administration of selected test items to determine the basis for selecting correct or incorrect responses.

    c) Develop own test items for assessing specific abilities or adapt items that assess additional cognitive operations (i.e., SOI items).

    d) Use the Socratic method (interview) to analyze test responses.

E. Assessment Instruments: Gifted Students

A variety of formal and informal instruments exist for assessing the abilities of gifted students.

1. Informal Instruments are instruments that are designed to assess specific or limited skills and activities. They are typically brief, pertinent to a specific purpose, not normed, and not applicable to situations other than those for which they were developed. Types include:

    a) Inventories which measure specific student and/or teacher traits, e.g., test anxiety or learning style.

    b) Questionnaires which measure activities, attitudes and other factors usually related to personal preference or program operation. Responses may be numerical, yes/no, or essay type.

c) Checklists which are similar to questionnaires but ask for a limited (e.g.,yes/no) response mode.

d) Situational instruments which measure abilities, attitudes, or other factors using individual questioning or interview techniques. The procedures may be structured (same for all) or unstructured (varying for different individuals).

2. Formal Tests of Cognitive and Artistic Ability

The variety of standardized tests available for measuring abilities numbers in the thousands. Selection of formal instruments should be based on the following considerations:

a) Reliability and validity of the instrument. Does it measure what needs to be measured? Does it do so consistently and well?

b) Ease of administration. Is it possible to administer within the time and facilities constraints available? Is it easy to score?

c) Interpretability. Can the results be interpreted effectively and by a variety of individuals (teachers, administrators, parents)?

d) Measurement of ability. Does the instrument permit assessment of changes in ability (e.g.,growth or regression) or is it to be used as a screening (baseline) instrument? Are alternate forms available?

ACTIVITY: Class Activities Questionnaire

OBJECTIVE: To understand how teaching style affects classroom environment and to become aware of the importance of assessment

TIME: 45 Minutes (Outside Assignment)

MATERIALS: Classroom Activities Questionnaire DM III.A.8 - DM III.A.9
Factors DM/TM III.A.10
Analysis Form DM III.A.11

DIRECTIONS:

1. Workshop leader distributes Classroom Activities Questionnaire, DM III.A.8 - DM III.A.9 to each participant and reviews the directions with the group.

2. Leader allows participants time to complete the questionnaire individually. Upon completion, participants sign their name and hand in their questionnaires to workshop leader.

3. Participants are asked to complete an outside assignment for the next session by administering the questionnaire to the students in their classroom and averaging out the students' responses for each item. Leader provides participants with Classroom Activities Questionnaire D M III.A.8 - DM III.A.9.

4. Upon completion of student questionnaires, leader allows participants to complete the Analysis Form, DM III.A.11

5. Leader conducts feedback by asking if there are any discrepancies in responses which they would like to discuss. Leader should be as nonthreatening as possible and not force participants to respond.

6. Workshop leader allows participants to discuss implications.

7. Workshop leader distributes Factors DM/TM III.A.10 to each participant, pointing out:

   . The effect of teacher style on the classroom environment

   . Factors related to Bloom's Taxonomy

   NOTE TO TRAINER: Factors DM/TM III.A.10 is the structure of the Class Activities Questionnaire. The CAQ assesses five major dimensions of instructional climate as noted in the left hand column. Each of these dimensions is composed of a number of "Factors" which in turn are usually represented by several items in the questionnaire. The Cognitive Dimensions are based on Bloom's Taxonomy.

CLASSROOM ACTIVITIES QUESTIONNAIRE

For each sentence below, circle the numbers which show the extent to which you AGREE or DISAGREE.

Base your answer on how well each sentence describes what is stressed in your classroom.

Circle 4	If you STRONGLY AGREE with the sentence
Circle 3	If you AGREE moderately with the sentence
Circle 2	If you DISAGREE moderately with the sentence
Circle 1	If you STRONGLY DISAGREE with the sentence

1. Remembering or recognizing information is the student's main job. 4 3 2 1
2. A central activity is to make judgements of good/bad, right/wrong, and explain why. 4 3 2 1
3. Students actively put methods and ideas to use in new situations. 4 3 2 1
4. Most class time is spent doing other things than listening. 4 3 2 1
5. The class actively participates in discussions. 4 3 2 1
6. Students are expected to go beyond the information given to see what is implied. 4 3 2 1
7. Great importance is placed on logical reasoning and analysis. 4 3 2 1
8. The student's job is to know the one best answer to each problem. 4 3 2 1
9. Restating ideas in your own words is a central concern. 4 3 2 1
10. Great emphasis is placed on memorizing. 4 3 2 1
11. Students are urged to build onto what they have learned to produce something brand new. 4 3 2 1
12. Using logic and reasoning processes to think through complicated problems (and prove the answer) is a major activity. 4 3 2 1
13. A central concern is practicing methods in life-like situations to develop skill in solving problems. 4 3 2 1
14. Students are encouraged to independently explore and begin new activities. 4 3 2 1
15. There is little opportunity for student participation in discussions. 4 3 2 1

From: Joseph M. Steele. Dimensions of the Class Activities Questionnaire. Urbana, IL: University of Illinois, Center for Instructional Research and Curriculum Evaluation. 1969. Used with permission.

16.	Students are expected to read between the lines to find trends and consequences in what is presented.	4	3	2	1
17.	Students are encouraged to discover as many solutions to problems as possible.	4	3	2	1
18.	Detailed examination of ideas and conclusions is a major activity.	4	3	2	1
19.	Students are excited and involved with class activities.	4	3	2	1
20.	The student's major job is to make judgements about the value of issues and ideas.	4	3	2	1
21.	Great importance is placed on explaining and summarizing what is presented.	4	3	2	1
22.	There is a great concern for grades in this class.	4	3	2	1
23.	Inventing, designing, composing, and creating are major activities.	4	3	2	1
24.	Students mainly compare ideas to find likenesses and differences.	4	3	2	1
25.	There is very little joking or laughing in this class.	4	3	2	1

DID YOU CIRCLE AN ANSWER FOR EACH QUESTION?

26. On the average, the teacher talks how much of the time? 90% 75% 60% 40% 25% 10%

27. On the average, how much time do you spend preparing for this class each week? (circle the time spent)

0 ½hr. 1hr. 1½hrs. 2hrs. 2½hrs. 3hrs. 3½hrs. 4hrs. 5hrs. more

28. List the three best things about this class, from your own point of view:

1) ______________________________

2) ______________________________

3) ______________________________

29. If you could change three things about the class, what would they be?

1) ______________________________

2) ______________________________

3) ______________________________

COMMENTS: If you have any comments, please write them on the back of this page.

DIMENSIONS	FACTORS	BRIEF DESCRIPTIONS
LOWER THOUGHT PROCESSES	1. Memory:	Activities calling for recall or recognition of information presented.
	2. Translation:	Activities calling for paraphrasing or expressing information in a different symbolic form.
	3. Interpretation:	Activities calling for recognition of relationships and seeing implications of information.
HIGHER THOUGHT PROCESSES	4. Application:	Activities calling for selection of appropriate methods and performance of operations required by problem situations.
	5. Analysis:	Activities calling for recognition of the structure of material, including the conditions that affect the way it fits together.
	6. Synthesis:	Activities calling for the generation of new ideas and solutions.
	7. Evaluation:	Activities calling for development and application of a set of standards for judging worth.
CLASSROOM FOCUS	8. Discussions:	Student opportunity for an involvement in class discussion.
	9. Test/Grade Stress:	High pressure to produce teacher-selected answers for a grade.
	10. Lecture:	Teacher role is information-giver with a passive, listening role for students.
CLASSROOM CLIMATE	11. Enthusiasm:	Student excitement and involvement in class activities.
	12. Independence:	Tolerance for and encouragement of student initiative.
	13. Divergence:	Tolerance for and encouragement of many solutions to problems.
	14. Humor:	Allowance for joking and laughter in the classroom.
	15. Ideas Valued:	Ideas are seen as more important than grades.
	16. Ideas Enjoyed:	Subject matter is seen as interesting and enjoyable.
	17. Teacher Talk:	Proportion of class time consumed by teacher talk.
	18. Homework:	Weekly amount of outside preparation for class.
STUDENT OPINIONS	19. Qualities:	Students' view of the best things about the class.
	20. Deficiencies:	Students' view of things that need changing about the class.

From: Joseph M. Steele. Dimensions of the Class Activities Questionnaire. Urbana, IL: University of Illinois, Center for Instructional Research and Curriculum Evaluation. 1969. Used with permission.

ANALYSIS FORM

CLASS ACTIVITIES QUESTIONNAIRE

Students' Response	Teacher's Response	Difference Yes	Difference To What Degree
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

From: Joseph M. Steele. Dimensions of the Class Activities Questionnaire. Urbana, IL: University of Illinois, Center for Instructional Research and Curriculum Evaluation. 1969. Used with permission.

B

INFORMAL ASSESSMENTS

ACTIVITY: Cloze Techniques

OBJECTIVE: To understand the use of Cloze technique as an informal tool for assessment

TIME: 30 Minutes

MATERIALS: Shawn DM III.B.2 -DM III.B.3
Tommy DM III.B.4 -DM III.B.5

DIRECTIONS:

1. Workshop leader introduces the activity by explaining the use of the Cloze technique as an informal tool for assessment of gifted pupils.
2. Leader distributes Shawn DM III.B.2 -DM III.B.3 and Tommy DM III.B.4 -DM III.B.5 to each participant explaining that they are duplicate paragraphs with responses from two students.
3. Workshop leader requests that participants examine the responses and note differences in completion by the two students.
4. Leader conducts feedback allowing participants to share their findings and discuss advantages and cautions in using the Cloze technique as an informal assessment of student abilities.

NAME: Shawn

PAUL REVERE

outside of N.Y
Paul Revere was born in Boston, somewhere, in 1735.
NAME OF STATE
His father taught him to work with metals and he soon became
a native son. He
ADJECTIVE NOUN
was a soldier in the French and Indian War
A NATIONALITY
and was at the famous Boston Early grey Party
NOUN
when Americans dressed as Indians dumped tons of tannic acid
A LIQUID
into the ocean. On April 18, 1775, Paul Revere waited in
secret for a signal light from a
NAME OF COUNTRY
church tower. The signal was to be one if by chance;
NOUN
two if by luck.
NOUN

When he got the message, he mounted his faithful Olantern
NOUN
and rode off heatedly. On the way he kept
ADVERB
yelling, "The blisters are coming. The
PLURAL NOUN
blisters are coming!"
SAME PLURAL NOUN

This was the beginning of the American War of Independence
from King Family Singers.
NAME OF AN ACTOR

ENTER OUR CRAZY CONTEST!

This is a gigantic contest in which YOU may already
be a competitor! Anyone can enter
NOUN
this unknown contest. Just follow
ADJECTIVE
these sly rules. Write down in three
ADJECTIVE NUMBER
words or less why you think our regulations
PLURAL NOUN
are the best connivances in the World.
PLURAL NOUN
Remember our ideas are made of
PLURAL NOUN
flummery and are untouched by human
NOUN
ethics.
PLURAL NOUN

First prize will be a deluxe, three-speed audience
NOUN
plus a year's supply of canned laughter. Second prize
A FOOD
is a twenty-one-foot family of eleven. Third prize
NOUN
is a full-color ashtray plus a set of
NOUN
cigarette butts. Each entry must be accompanied
PLURAL NOUN
by a stamped, self-addressed UPS truck.
NOUN
Decision of the gods will be final and
PLURAL NOUN
in the event of a tie, duplicate feet
PLURAL NOUN
will be awarded.

DM III.B.2

NAME: Shawn

FRACTURED FAIRY TALE

Once upon a tin can there were three little pigs.
NOUN
The first little pig was very frugal and he built a
ADJECTIVE
house for himself out of straw .The second pig
PLURAL NOUN
was hearty and he built a house of
ADJECTIVE
cards . But the third little pig was very
PLURAL NOUN
conservative and he built his house out of genuine
ADJECTIVE
jelly beans .
PLURAL NOUN

Well, one day, a mean old wolf came along and saw the
houses. "Oil drums" he said, "I'll glown
EXCLAMATION VERB
and I'll cown and I'll blow your house down.
VERB
And he blew down the first pig's house and the second
pig's house and they both ran to the third pig's
house. Thereupon the wolf began blowing, but he
couldn't blow the third pig's sticky
ADJECTIVE
house. So he rolled off into
VERB, PAST TENSE
the forest and the three stuffed pigs moved to
ADJECTIVE
Chicago and went into the sausage business.

BOWLING FRAME-UP

Almost every community in America now has a bowling
green because bowling has become very
NOUN
colorful with young prisms . Many of
ADJECTIVE PLURAL NOUN
them become very fractionated at the game.
ADJECTIVE

The object of the game is to roll a heavy bowling
plates down the alley and knock down the twelve
NOUN NUMBER
pins which are at the other end. If you knock them
down in one roll, it s called a "twelve shot" If it
A FUNNY NOISE
takes two rolls, it's called a "not-twelve-shot."
A FUNNIER NOISE
Many alleys have automatic lawn setters.
NOUN
Others hire landscapers who set the pins
PLURAL NOUN
by tractor . The most important thing to
NOUN
remember when bowling is-- Make sure you have a good
grip on the light waves or you're liable to drop it
NOUN
on your darkness . This hurts like anything!
NOUN

NAME: Tommy

PAUL REVERE

Paul Revere was born in Boston, Massachusettes, in 1735.
NAME OF STATE
His father taught him to work with metals and he soon became
a silver smith. He
ADJECTIVE NOUN
was a soldier in the French and Indian War
A NATIONALITY
and was at the famous Boston Tea Party
NOUN
when Americans dressed as Indians dumped tons of tea
A LIQUID
into the ocean. On April 18, 1775, Paul Revere waited in
America for a signal light from a
NAME OF COUNTRY
church tower. The signal was to be one if by land;
NOUN
two if by sea.
NOUN

When he got the message, he mounted his faithful horse
NOUN
and rode off quickly. On the way he kept
ADVERB
yelling, "The British are coming. The
PLURAL NOUN
British are coming!"
SAME PLURAL NOUN

This was the beginning of the American War of Independence
from King George.
NAME OF AN ACTOR

ENTER OUR CRAZY CONTEST!

This is a gigantic contest in which YOU may already
be a winner! Anyone can enter
NOUN
this simple contest. Just follow
ADJECTIVE
these easy rules. Write down in ten
ADJECTIVE NUMBER
words or less why you think our cereals
PLURAL NOUN
are the best cereals in the World.
PLURAL NOUN
Remember our cereals are made of
PLURAL NOUN
grains and are untouched by human
NOUN
hands.
PLURAL NOUN

First prize will be a deluxe, three-speed bicycle
NOUN
plus a year's supply of ice cream. Second prize
A FOOD
is a twenty-one-foot rubber raft. Third prize
NOUN
is a full-color television plus a set of
NOUN
video games. Each entry must be accompanied
PLURAL NOUN
by a stamped, self-addressed envelope.
NOUN
Decision of the judges will be final and
PLURAL NOUN
in the event of a tie, duplicate prizes
PLURAL NOUN
will be awarded.

NAME: Tommy

FRACTURED FAIRY TALE

Once upon a time there were three little pigs.
NOUN
The first little pig was very fat and he built a
ADJECTIVE
house for himself out of leaves. The second pig
PLURAL NOUN
was thin and he built a house of
ADJECTIVE
logs. But the third little pig was very
PLURAL NOUN
smart and he built his house out of genuine
ADJECTIVE
bricks.
PLURAL NOUN

Well, one day, a mean old wolf came along and saw the
houses. "Watchout," he said, "I'll huff
EXCLAMATION VERB
and I'll puff and I'll blow your house down.
VERB
And he blew down the first pig's house and the second pig's house and they both ran to the third pig's house. Thereupon the wolf began blowing, but he
couldn't blow the third pig's strong
ADJECTIVE
house. So he ran off into
VERB, PAST TENSE
the forest and the three little pigs moved to
ADJECTIVE
Chicago and went into the sausage business.

BOWLING FRAME-UP

Almost every community in America now has a bowling
alley because bowling has become very
NOUN
popular with young people. Many of
ADJECTIVE PLURAL NOUN
them become very good at the game.
ADJECTIVE

The object of the game is to roll a heavy bowling
ball down the alley and knock down the 10
NOUN NUMBER
pins which are at the other end. If you knock them
down in one roll, it s called a "strike." If it
A FUNNY NOISE
takes two rolls, it's called a "spare."
A FUNNIER NOISE
Many alleys have automatic pin setters.
NOUN
Others hire kids who set the pins
PLURAL NOUN
by hand. The most important thing to
NOUN
remember when bowling is-- Make sure you have a good
grip on the ball or you're liable to drop it
NOUN
on your foot. This hurts like anything!
NOUN

DM III.B.5

ACTIVITY: Interest Surveys

OBJECTIVE: To understand the use of interest surveys as an informal tool for assessment

TIME: 60 Minutes

MATERIALS: A Student Looks At Himself DM III.B.7- DM III.B.8
Adult Interest-A-Lyzer Dm III.B.9 - DM III.B.13

DIRECTIONS:

1. Workshop leader distributes A Student Looks At Himself DM III.B.7-8 to each participant and allows them time to complete the form.

2. Workshop leader allows discussion to follow evaluating the use of this form as an assessment technique.

3. Workshop leader conducts feedback by allowing participants to comment on applicability of the survey.

   a. What kinds of information does it give?
   b. When would you need these different kinds of information?
   c. What are the implications for the classroom?

4. Leader distributes Adult Interest-A-Lyzer DM III.B.9 - DM III.B.13 to each participant as a homework assignment.

5. Leader encourages participants to read the questions and take a few days to think about them before writing their answers. Remind participants to bring the form to the next session.

Follow-Up Session

1. Leader asks participants to select a partner (preferably someone they do not know).

2. Participants are asked to analyze and interpret their partner's interests based on the responses provided on the Adult Interest-A-Lyzer.

3. Leader should make participants aware that a student version of the Interest-A-Lyzer has been published.

A STUDENT LOOKS AT HIMSELF

Please show whether you agree or disagree with each of the statements by marking one of the spaces.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am a good athlete.				
2. I am a good student.				
3. I am popular with other students.				
4. I am one who understands and accepts other people.				
5. I am very sociable and know how to get along with other people.				
6. Other people recognize that I am an intelligent person.				
7. I am warm and understanding.				
8. I am easy to get along with.				
9. I enjoy working with mechanical and scientific things.				
10. I enjoy abstract or mathematical problems.				
11. I am one who likes to work independently on special projects.				
12. I enjoy debating or discussing an idea.				
13. I enjoy "losing myself" in a good book or in imagination.				
14. I have a good sense of humor.				
15. My work is often quite original.				
16. I am able to come up with a large number of ideas or solutions to problems.				
17. I am able to take charge of planning a project.				
18. I don't mind being different from other people				
19. I like to study subjects that are challenging or even difficult.				
20. I often use music, art, or drama to express my feelings.				
21. I don't like to accept what someone else says without challenging it.				

From E. Susanne Richert. Curriculum. Sewell, NJ: Institute for Gifted and Talented Education, 1978.

	Strongly Agree	Agree	Disagree	Strongly Disagree
22. I feel strongly about things and often express my feelings, even if I think others will disagree.				
23. I spend more time than I would need to on assignments because I enjoy the learning.				

24. Here are six areas of talent. In which area do you see yourself as being most talented? Rank them as you see them applying to your abilities. (1) First Talent Area, (2) Second Talent Area, etc.

_____ General intellectual ability

_____ Specific academic aptitude (in one subject area, such as science, math.)

_____ Creative Thinking.

_____ Leadership Ability.

_____ Visual and performing arts.

_____ Psychomotor Ability (such as mechanical skills or athletic ability.)

From E. Susanne Richert. Curriculum. Sewell, NJ: Institute for Gifted and Talented Education, 1978.

Research Edition
8-77

The Interest-A-Lyzer

(Adult Version)

Joseph S. Renzulli

University of Connecticut

Name____ Date__________________

Course____ Semester__________________

One of the assumptions underlying this course is that all students have the capacity to engage in various levels of creative/productive activity. In other words, you should be able to create something that is original and useful as well as merely "learn from" the instructor and textbook. Some of the time that you spend in this course (or program) will be devoted to working on a creative product — something that is real in the sense that it has an authentic audience beyond the instructor. These audiences might consist of students that you or others will teach, professionals that might attend in-service training sessions, policy making individuals or groups (e.g., boards of education, superintendents, legislators), or readers of professional books or journals. We would like for you to work on a product that reflects a sincere interest, but sometimes we have to do a little thinking before we really know what some of our interests might be.

The purpose of this questionnaire is to help you explore some of your interests and potential interests. The questionnaire is not a test and there are no "right or wrong answers." Your responses will be completely confidential — you may want to talk them over with your instructor or other students, but this choice is entirely up to you.

Do not try to answer the questions immediately. Read them over and think about them for a few days and then write your answers. Please do not discuss the questionnaire with others at this time. Sometimes we can be influenced by the opinions of others and this influence may prevent you from exploring some of your own interests.
(Note: Whenever space does not permit, please use the back of the pages to complete your responses.)

Used with permission

DM III.B.9

INTEREST-A-LYZER
(ADULT VERSION)
Joseph S. Renzulli
University of Connecticut

1. Pretend that upon your retirement you will be well known among professional educators in your "community" for one or more of your creative contributions to education. This contribution should be something you have not yet done but would like to do. Try to approach this question in terms of things that are in addition to "being a great teacher" or being "well respected/liked by my students." Define your community by checking one of the spaces at the left and then give a brief description of the contribution(s) for which you will be remembered.

Community Contribution(s)

___ Local School District
___ State or Region
___ Nation
___ World

2. Most conscientious educators have at one time or another become "fed up" with a certain aspect of education. At the height of their frustration they may have said something like,"Some day I'm going to write a book (or article) about...." Under these circumstances, give the title of a critical book or article that you might like to write.

Title ____

Brief description of the book or article.

3. Pretend that you have received a federal grant to develop some innovative curricular materials. The only stipulations are that (1) you must specify the age/grade level(s), (2) the materials must focus on activities that are not ordinarily included in regular textbooks or curricular guides, and (3) you must state the general and specific areas and the topical focus of the materials.

___ Pre-school
___ Primary (1-3)
___ Elementary (4-6)
___ Junior High (7-9)
___ High School (10-12)
___ College
___ Special Populations (Specify)__________________

___ Mathematics (Specify Area)______________
___ Science (Specify)______________________
___ Humanities (Specify)___________________
___ Social Sciences (Specify)_______________
___ Language Arts (Specify)________________
___ Music (Specify)________________________
___ Art (Specify)__________________________
___ Drama (Specify_________________________
___ Other (Specify)________________________

3. (continued)

Briefly describe the topical focus of the materials and innovative approaches you would develop.

4. Suppose that next week your principal or supervisor asks you to do an in-service training session for a certain group of teachers in your district. The session must relate to some aspect of programming for gifted and talented children. Identify the target population of teachers that you would like to address, tell what topic you would select and why you have chosen this particular topic.

Target Population____

Topic____

Reason:

5. Pretend that you can invite two persons (living or dead) from each of the following categories to give a series of lectures (or workshops) in this course related to some aspect of programming for the gifted and talented. Who would you invite?

Famous Persons	Well-Known Educators	Great Classroom Teachers You Have Known
1. ____________	1.____________	1.____________
2. ____________	2.____________	2.____________

6. Pretend that a professional organization (to which you are strongly committed) is planning a state conference. Persons have been asked to sign up for one of the following jobs. Indicate your first and second choice by marking a 1 and 2.

___General Program Chairperson
___Director of Publicity
___Present a Theoretical Paper
___Present a Research Paper
___Participate in a Debate Relating to One of the Major Issues in the Field
___Conduct a Demonstration Lesson (with several children) Before a Large Group of People
___Conduct a Follow-Up Research Study on the Impact of the Conference
___Workshop for Administrators
___Keynote Speaker
___Workshop for Teachers
___Workshop for Parents

7. From the six persons listed above, place a star next to your very first choice. Why is this person your first choice?

8. Briefly describe the one thing that you feel has been your most creative contribution to teaching.

9. Describe one or more things that you have done to help a single child (or small group) develop personally, creatively, and/or academically, but that did not involve instructing or directly teaching something to the child. (This is a hard one.)

10. Have you served in a leadership role in any project or program that was designed to bring about educational change? Yes ____ No ____
If YES, give the title of your position, your duties, and your feelings about the work you carried out.

Name of Project or Program____

Your Title/Position____

Duties and Feelings:

11. Please give the title of and briefly comment upon a book, play, film, or experience that has significantly influenced your thinking or life style.

Title____

12. List and answer one or more important questions that you think should be asked of persons who express an interest in working with gifted and talented children.

13. If you had the choice, where and when would you like to have lived or live now? Why?

14. What do you do in your spare time? If you had no limitations whatsoever, what would you like to do in your spare time?

15. Have you ever done any creative things "on your own"? List some of the things you have done (beginning as far back as you can remember) that were not related to school assignments, extracurricular activities, or activities organized by clubs (Scouts, 4-H, League of Women Voters). Such things might include writing poetry, composing music, organizing political action, starting an organization, program or business, etc.

ACTIVITY: I Prefer

OBJECTIVE: To appreciate the use of informal tests as a means of assessing students' strengths and weaknesses

TIME: 30 Minutes

MATERIALS: Personality Preference DM III.B.15
Handouts: Reading Interest Interview DM III.B.16
Reading-Related Activities DM III.B.17

DIRECTIONS:

1. Workshop leader distributes Personality Preferences DM III.B.15. Have each participant complete the survey independently.

2. Workshop leader explains that this is an informal assessment to be used for discussion purposes.

3. Discuss as a large group:

   - how preferences for certain types of activities influence our performance

   - the relationship of this activity to students' classroom performance

4. As a follow-up discuss the use of student interest inventories for planning instruction. Distribute Reading Interest Inventory DM III. B.16 and Reading Related Activities DM III.B.17 as examples of interest inventories.

PERSONALITY PREFERENCES

Our personalities reflect a composite of strengths and weaknesses. We all have preferences for certain types of activities which, in addition, seem to influence our performance.

As an informal assessment for discussion purposes, please consider each of the sixteen activities and circle your preferences and performances on the one to six scale provided below.

	Prefer	Perform
	dislike enjoy	poorly well
1. find spelling errors	1 2 3 4 5 6	1 2 3 4 5 6
2. write report	1 2 3 4 5 6	1 2 3 4 5 6
3. read critique of play	1 2 3 4 5 6	1 2 3 4 5 6
4. describe movie	1 2 3 4 5 6	1 2 3 4 5 6
5. play chess	1 2 3 4 5 6	1 2 3 4 5 6
6. go bowling	1 2 3 4 5 6	1 2 3 4 5 6
7. solve problems	1 2 3 4 5 6	1 2 3 4 5 6
8. attend committee meeting	1 2 3 4 5 6	1 2 3 4 5 6
9. write lesson plans	1 2 3 4 5 6	1 2 3 4 5 6
10. write letter	1 2 3 4 5 6	1 2 3 4 5 6
11. read for details	1 2 3 4 5 6	1 2 3 4 5 6
12. locate main ideas	1 2 3 4 5 6	1 2 3 4 5 6
13. do crossword puzzle	1 2 3 4 5 6	1 2 3 4 5 6
14. play team sport	1 2 3 4 5 6	1 2 3 4 5 6
15. work at home	1 2 3 4 5 6	1 2 3 4 5 6
16. organize party	1 2 3 4 5 6	1 2 3 4 5 6

Reading Interest Interview

Name____Grade__________Age___________

1. Name three TV programs you like.
2. Name three games you like to play.
3. What things do you like to collect?
4. What pet would you most like to have? Why?
5. If you could have one wish come true, what would it be?
6. What parts of the newspaper do you like best?
7. Suppose you were to write a story for your best friend. What would it be about?
8. Name three persons you would like to meet. Why?
9. What do you like to talk about?
10. Tell me the name of one story or book you really liked.
11. Which of the following activities do you like?

Reading-Related Activities

Put a check mark beside each activity the student enjoys and an X beside each one he/she doesn't enjoy.

_____ 1. Reading stories to small groups of children in lower grades.

_____ 2. Receiving rewards for reading a certain number of stories.

_____ 3. Forming partners with someone to read to one another.

_____ 4. Using a tape recorder to record a short story he has read.

_____ 5. Writing, illustrating and binding his book.

_____ 6. Going to a reading corner in the classroom where a variety of materials are available.

_____ 7. Making puppet shows.

_____ 8. Playing language games.

_____ 9. Listening to recordings of poetry and prose.

_____10. Making up and telling tall tales.

_____11. Collecting jokes.

_____12. Reading newspaper articles from which the headlines have been cut off.

_____13. Making illustrations of scenes or incidents in a story.

_____14. Making up endings for stories.

ACTIVITY: Interview Activity

OBJECTIVE: To appreciate the use of the interview technique as a tool for assessment

TIME: 60 Minutes

MATERIALS:
Parent Inventory DM III.B.19-DM III.B.20
Checklist DM/TM III.B.21
Handouts: Parent Questionnaire DMIII.B.22-DM III.B.24

DIRECTIONS:

1. Workshop leader divides participants into two large groups and tells them that they will be simulating a parent-teacher interview.

2. Leader discusses open-role playing stressing that participants should stay in role throughout the entire simulation.

3. Leader provides the following directions:

   . Individually read and complete the Parent Inventory DM III.B.19-DM III.B.20 and prepare for the interview.

   . In pairs, role-play an interview, with one individual assuming the role of the parent and the other the role of the teacher.

   . After one interview is completed, switch roles and conduct a second interview.

4. Leader conducts feedback allowing participants to share their experiences. Leader distributes Checklist DM/TM III.B.21 for participants to identify the different talent areas of the child.

5. Leader distributes Parent Questionnaire DM III.B.22-DM III.B.24 as a resource to participants.

PARENT INVENTORY

NAME____ DATE__________________

SCHOOL______________________________________ GRADE_________________

BIRTHDATE________________________________

A. What special talents or skills does your child have?__________

Give examples of behavior that illustrate this.________

B. Check the following items that best describes your child as you see him or her.

	Little	Some	A Great Deal
1. Is alert beyond his years			
2. Likes school			
3. Has interests of older children or of adults in games and reading.			
4. Sticks to a project once it is begun			
5. Is observant			
6. Has lots of ideas to share			
7. Has many different ways of solving problems			
8. Is aware of problems others often do not see			
9. Uses unique and unusual ways of solving problems			
10. Wants to know how and why			
11. Likes to pretend			
12. Other children call him/her to initiate play activities			
13. Asks a lot of questions about a variety of subjects			
14. Is not concerned with details			
15. Enjoys and responds to beauty			
16. Is able to plan and organize activities			
17. Has above average coordination, agility and ability in organized games			
18. Often finds and corrects own mistakes			
19. Others seem to enjoy his/her company			
20. Makes up stories and has ideas that are unique			

DM III.B.19

	Little	Some	A Great Deal
21. Has a wide range of interests			
22. Gets other children to do what he/she wants			
23. Likes to play organized games and is good at them			
24. Enjoys other people and seeks them out			
25. Is able and willing to work with others			
26. Sets high standards for self			
27. Chooses difficult problems over simple ones			
28. Is able to laugh at himself (if necessary)			
29. Likes to do many things and participates whole-heartedly			
30. Likes to have his/her ideas known			

C. Reading interests (favorite type of books and/or titles of favorite books)

D. Favorite school subject

E. General attitude toward school

F. Hobbies and special interests (collections, dancing, making models, swimming, singing, painting, cooking, sewing, drama, etc)

G. What special lessons, training or learning opportunities does your child have outside of school

H. What are some of the influences at home or at school that may negatively influence your child's performance in school

I. What other things would you like us to know that would assist us in planning a program for your child

J. Favorite playtime, leisure time activity

PARENT INVENTORY CHECKLIST

On the checklist the following items identify the different talent areas.

GENERAL INTELLIGENCE: 1, 2, 3, 5, 8, 10, 13, 16, 18, 21, 26, 27

CREATIVE THINKING: 6, 7, 9, 11, 14 20, 28

LEADERSHIP: 12, 19, 22, 24, 25, 29, 30

PARENT QUESTIONNAIRE

Name of Student ______________________ Date ______________

School ______________________ Grade ______________

Birthdate ______________________

I. FAMILY UNIT

A. Describe/list family members ______________________

____

____

B. Describe how the child gets along with family members ____

____

____

C. Describe the child's home responsibilities ______________

____

____

D. Describe the activities in which the family participates (i.e. , television, hobbies, camping, sports, movies, library and museum visits) ______________________

____

____

____

____

II. PHYSICAL AND EMOTIONAL WELL-BEING - Describe any health problems the child may have (any conditions which might influence the type (s) of activities in which the child can participate)

____

____

____

____

____

III. CHILD'S CHARACTERISTICS

A. Describe the child's hobbies and special interests (i.e., making models, swimming, sewing, collecting)____________

____

____

____________________ ________________________

B. Describe enrichment activities in which the child has participated (i.e., travel, private lessons, summer school, group memberships)________________________________

____

____

____

C. Describe the activity/activities the child prefers when alone

____

____

D. Describe the child's choice of playmates (age, sex, numbers, mutual interests)________________________________

____

____

E. Describe the child's relationship with other adults______

____

____

F. Describe the child's reading interests (favorite books, type of book)________________________________

____

____

Amount of child's reading per week (estimate)___________

G. Describe interest the child has shown in any specific vocation or profession________________________________

____

____

IV. Describe why you feel the child is gifted and talented (please give examples)

V. Describe the child's attitude toward school

VI. Describe the child's school needs as you see them

NAME

RELATIONSHIP TO CHILD

DATE

ACTIVITY: What's My Style

OBJECTIVE: To explore various learning styles of individuals

TIME: 45 Minutes

MATERIALS: Cognitive Style Inventory DM III.B.26 -DM III.B.28
Answer Key DM III.B.29
Cognitive Style Profile DM III.B.30

DIRECTIONS:

1. Workshop leader distributes Cognitive Style Inventory DM III.B.26 DM III.B.28
2. After participants have completed inventory, workshop leader asks them to put a code letter next to each answer as indicated on Answer Key DM III.B.29 .
3. Workshop leader explains how participants should tally how many P's, S's, I's, and R's they have.* Next participants should graph their tallies on the Cognitive Style Profile DM III.B.30 . They will now have a profile of their cognitive style.
4. Workshop leader explains that cognitive style is a person's psychological set which will influence the way one tends to deal with situations.
5. Discuss why it may be important to take into consideration a pupil's cognitive style when instructing.

* Key:

P = Perceptive
S = Systematic
I = Intuitive
R = Receptive
See Cognitive Style Profile, DM III.B.30.

COGNITIVE STYLE INVENTORY

Directions: Circle the letter (a or b) in the response which is most typical of you. You must select one answer to each question.

1. In formal classroom situations I:
   a. hesitate to offer comments
   b. offer comments without much hesitation

2. In recalling past conversation I:
   a. remember the general nature of the comments
   b. remember the words exactly as they were spoken

3. When asked to solve a mechanical puzzle I first:
   a. "mess" around with the thing
   b. examine it carefully to see if I can establish a plan for solving it

4. When someone tells me of a social problem I:
   a. usually have a possible solution on the top of my tongue
   b. usually think about their problem for a while after which time I may or may not offer a solution

5. When coming late into a movie:
   a. it doesn't bother me if I don't understand what is going on right away
   b. I become upset if I don't quickly understand what has transpired

6. When presenting a problem to someone I:
   a. state the specifics
   b. give the general overview

7. When at a party I:
   a. like to sit and listen to the conversation
   b. tell stories, relate conversation, interrupt with wisecracks

8. When given a major problem-solving task I approach it by:
   a. defining the problem and generating ideas
   b. developing a logical method for finding a solution

9. When grocery shopping I:
   a. use a list of items
   b. browse through the aisles and pick up what I need

10. When I am dissatisfied I:
    a. express my opinion quickly
    b. wait for a time before I express my discontent

11. When preparing a list for grocery shopping I:
    a. list general categories (i.e. cereal)
    b. list specific items (i.e. Crunchies)

12. When grocery shopping I:
    a. shop by brand name
    b. use price, weight, ingredients, to make decisions

13. When conversing with someone who speaks slowly I:
    a. sometimes finish his sentence for him
    b. wait patiently for him to express himself

14. When, after solving a problem, I am asked how I did it I:
    a. can usually explain my method of solution
    b. say, "It just came to me."

15. Before beginning a written assignment I:
    a. like to know exactly what is expected of me
    b. like to produce something unique, even if it is not what is expected

16. I classify myself generally as:
    a. somewhat orderly
    b. somewhat disorderly

17. I classify myself as:
    a. impulsive
    b. reflective

18. When faced with a problem I:
    a. collect as much data as possible before formulating a decision
    b. start to formulate one or more solutions before I have a great deal of data

19. When someone is explaining something to me I:
    a. occasionally nod or say, "uh, uh"
    b. interrupt with some regularity saying "Do you mean this?" or "Oh, it's really such and such", etc.

20. When someone relates an account of an event to me I:
    a. keep the general idea of the event paramount without paying too much attention to details
    b. like them to relate details fully and in sequence

21. When someone in conversation changes the subject abruptly without a transitory sentence I:
    a. am bothered by the abruptness
    b. don't even realize the change is abrupt

22. When assembling a new household article I;
    a. read the directions carefully before beginning
    b. play around with the parts to see how they might fit, even before reading the directions

23. When someone verbally confirms or repeats a plan that we mutually have made clear I:
    a. become irritated with him
    b. appreciate his thoroughness

24. When given a task that calls for things to be done step by step I:
    a. sometimes jump around from step to step to see if I can skip steps
    b. proceed in an orderly way through steps 1,2,3, etc.

25. When given a problem I:
    a. see the problem as unique
    b. try to fit it into some other problems I have known .

26. When given a social problem I:
    a. begin to formulate possible solutions immediately
    b. obtain as many of the facts as possible, weigh them, and then come up with a possible solution

27. Regarding my memory I:
    a. tend to remember details
    b. tend to forget details

28. When asked to master a large body of information but with insufficient time I:
    a. try to skip over all material to get the high points
    b. prefer to master a part of the information well

29. When listening to someone relate an incident I:
    a. like them to get names, dates and places correct and in order
    b. listen essentially to get the gist of the incident

30. When being given directions for a project I:
    a. listen carefully without thinking ahead to what he or she might say next
    b. like to try to figure out what they might say next

ANSWER KEY - COGNITIVE STYLE INVENTORY

1. a. - R
b. - P

2. a. - P
b. - R

3. a. - I
b. - S

4. a. - P
b. - R

5. a. - I
b. - S

6. a. - S
b. - I

7. a. - R
b. - P

8. a. - I
b. - S

9. a. - S
b. - I

10. a. - P
b. - R

11. a. - I
b. - S

12. a. - P
b. - R

13. a. - P
b. - R

14. a. - S
b. - I

15. a. - S
b. - I

16. a. - S
b. - I

17. a. - P
b. - R

18. a. - S
b. - I

19. a. - R
b. - P

20. a. - I
b. - S

21. a. - S
b. - I

22. a. - S
b. - I

23. a. - I
b. - S

24. a. - I
b. - S

25. a. - R
c. - P

26. a. - P
b. - R

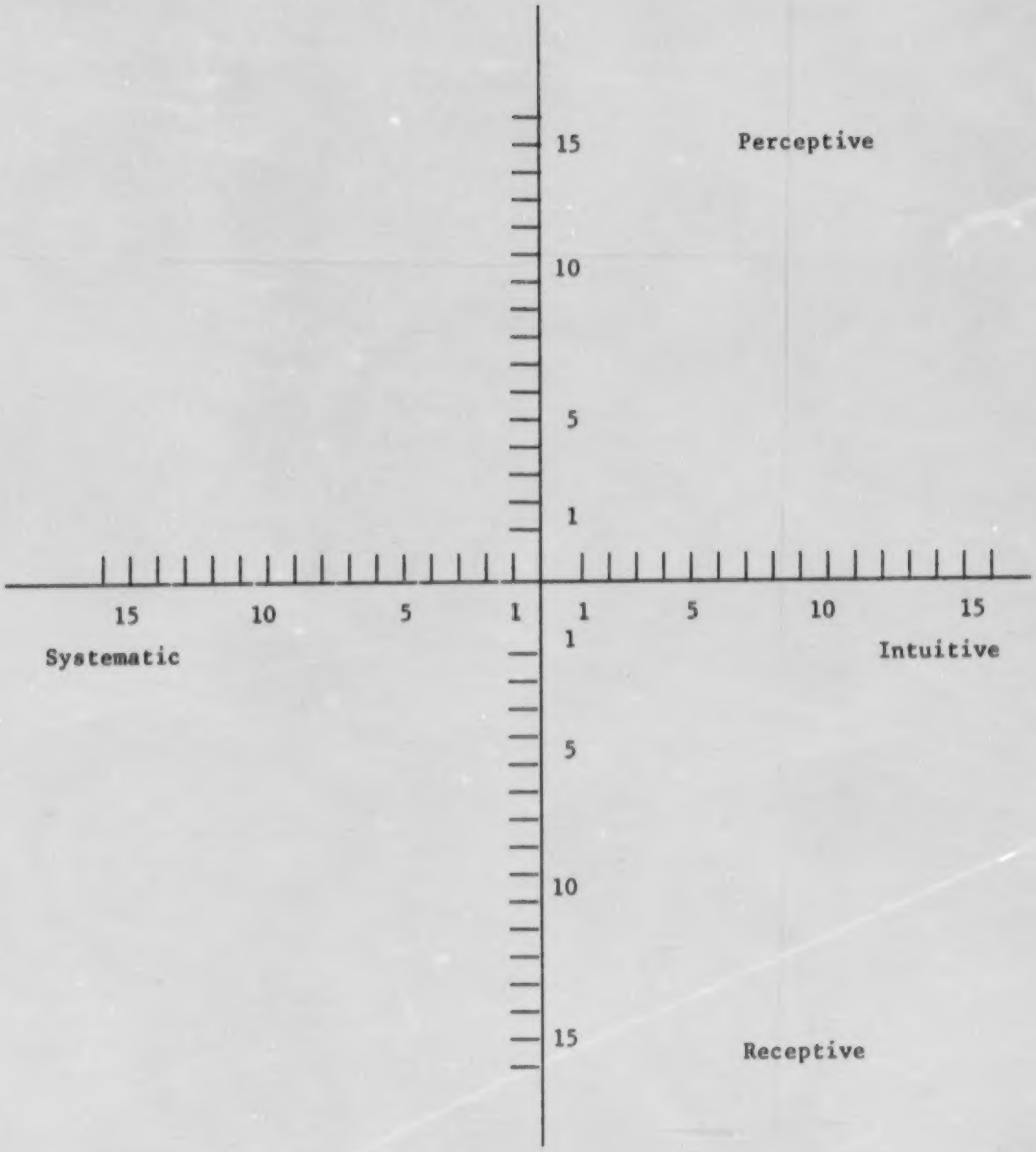
27. a. - R
b. - P

28. a. - P
b. - R

29. a. - R
b. - P

30. a. - R
b. - P

COGNITIVE STYLE PROFILE


15
10
5
1
Perceptive
15
10
5
1
1
5
10
15
Systematic
Intuitive
1
5
10
15
Receptive

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IV

ADAPTING CURRICULUM-APPLICATION OF MODELS AND TEACHING STRATEGIES

A

CRITERIA AND CONSIDERATIONS

ACTIVITY: Grappling With Goals

OBJECTIVE: To gain awareness of personal practice and attitudes regarding gifted education

TIME: 45 minutes

MATERIALS: Goals DM/TM IV.A.2

DIRECTIONS:

1. Workshop leader introduces the activity using Goals DM/TM IV.A.2, while explaining that items A-M are 13 common goals associated with gifted education.

2. Leader provides directions as follows:

   . Individually read the goals (A-M) and rate them in the two columns provided.
     - Column 1: Rate the importance of each goal for gifted pupils in the regular education setting.
     - Column 2: Rate the difficulty of implementing each goal for gifted pupils in the regular education setting.

3. Leader distributes Goals DM/TM IV.A.2 and allows sufficient time for individual responses.

4. Upon completion, workshop leader conducts feedback by posing the following questions. Leader should allow participants time to analyze their individual responses. Oral responses by participants to the questions are not necessary; however, leader may want to encourage participants to share their views on the implementation of the goals

   . Do you see a pattern emerging as you look at your responses?

   . Do your priorities tend to cluster around cognitive, affective, or psychosocial skills?

   . What does this mean in terms of:
     - developing a philosophy for gifted education?
     - setting objectives (classroom, program)?
     - analyzing options for possible program?
     - picking a plan for a program?
     - choosing teaching-learning models?
     - formulating a program format?
     - setting expectations from students?
     - evaluating student and program progress?
     - determining your personal commitment?

GOALS

	PRIORITIES				IMPLEMENTATION			
	Very Important	Important	Not Very Important		Very Difficult	Possible	Easy	
A				▨				To encourage academic excellence
B				▨				To develop critical thinking skills
C				▨				To broaden student interests; develop new areas of interest.
D				▨				To encourage artistic enrichment (visual and performing arts)
E				▨				To accelerate academic learning in core curriculum
F				▨				To develop creative thinking skills
G				▨				To improve self-motivation
H				▨				To develop independent learning skills
I				▨				To apply independent learning skills in an area of own interest
J				▨				To encourage moral growth and reasoning
K				▨				To develop skills of interpersonal communication
L				▨				To foster self-awareness
M				▨				To offer opportunities to work with a mentor as a professional

ACTIVITY: What To Do About Eddie

OBJECTIVE: To get at attitudes to promote willingness to adapt classroom materials and curriculum for gifted

TIME: 90 Minutes

MATERIALS:
Scene TM IV.A.5
Profile DM IV.A.6
Role Cards Set 1 DM IV.A.7 -DM IV.A.11
Set 2 DM IV.A.12 DM IV.A.16
Observer Summary Sheet DM IV.A.17

DIRECTIONS:

1. Workshop leader divides participants into groups of 4-5.
2. Workshop leader introduces the concept of simulation through role playing.
    - Provide a safe environment to discuss feelings, issues, etc.
    - Look at a common situation from a different perspective
    - Try out new behaviors
3. Workshop leader displays Scene TM IV.A.5 to set the scene for the simulation.
4. Workshop leader distributes Profile DM IV.A.6 to participants.
5. Workshop leader explains that the participants will be working in small groups, and using simulation as a means of considering the situation.
6. Workshop leader displays a role card and provides the following instructions:
    - Each participant must take a role.
    - The name should be face out for everyone else to see.
    - The participant's role information on back should not be shared until the end of the activity.
    - One participant from each group will be asked to play a special role. (These individuals receive Observer Summary Sheet DM IV.A.17.)
    - Participants will have approximately 30 minutes for the meeting.

7. Leader distributes one set of Role Cards to each group of 4-5 participants.

8. When participants have concluded their meeting, workshop leader conducts a feedback session focusing on the following points:

   - What attitudes prevailed in the groups?
   - What attitudes kept surfacing again and again?
   - What attitudes were barriers to developing recommendations for Eddie?
   - Did the group come to any resolution(s)?

9. Workshop leader summarizes activity:

   As we saw in role play, these seem to be common concerns about providing services to gifted pupils in their classroom. E.g.:

   - It takes too much time.
   - We don't know where to begin.
   - What makes curriculum different anyway.
   - My materials budget doesn't leave room for fancy extras.

IT IS EARLY NOVEMBER AND YOUR SCHOOL IS HAVING A FALL TEACHER-PARENT CONFERENCE. BECAUSE EDDIE HAS DEMONSTRATED EXCEPTIONAL AND UNIQUE NEEDS,

YOU HAVE DECIDED TO INVITE THE PRINCIPAL AND THE CURRICULUM COORDINATOR TO PARTICIPATE IN THE MEETING TO DISCUSS CURRICULUM ADAPTATIONS FOR EDDIE'S PROGRAM.

EDDIE
GRADE 5

AVERAGE HEIGHT, WEIGHT

INDIVIDUAL I.Q. — 99th PERCENTILE.

GRADES IN CLASS ARE BELOW AVERAGE.

NO CLASS PARTICIPATION, ORAL OR OTHERWISE.

NO HOMEWORK TURNED IN.

APPEARS DISINTERESTED IN EVERYTHING.

DOES NOT PLAY SPORTS.

AT HOME: VERY INVOLVED IN PHOTOGRAPHY.
DESIGNS STRATEGY GAMES.
READS SCIENCE BOOKS VORACIOUSLY.

FEW FRIENDS.

OUTGOING, VERBAL MOTHER.
PROFESSIONAL PEOPLE
QUIET, RETICENT FATHER.

SIBLINGS: 1. FIRST-GRADE SISTER - EXTREME EXTROVERT,
"IDEAL" GIFTED CHILD
2. THIRD-GRADE SISTER - ABOVE AVERAGE
"NORMAL"

A. GERALD
PRINCIPAL

You are A. Gerald, Principal of Egan Elementary School, who believes strongly in and is very knowledgeable about individualizing instruction. You are pleased to be involved in this meeting since you are very committed to your staff and pupils. During this meeting you will be very supportive of curriculum adaptations for Eddie's program. Since you have a doctorate in curriculum development, you modestly provide suggestions to the other participants at the conference.

EDDIE

STUDENT

8

You are Eddie Kurtz, a fifth grade student at Egan Elementary School. Over the past few years you have been somewhat bored in school because the work is not all that challenging to you. You are a good student, however, and are always willing to cooperate with your peers and adults. Your preference is to work alone on school projects with guidance being provided by your teacher.

T. BURROW

TEACHER

You are T. Burrow, Eddie's fifth grade teacher at Egan Elementary School. Since you are and have always been a very conscientious teacher, you feel guilty about not providing a more challenging educational setting for Eddie. You're a little embarrassed about this; however, you want others to realize you just don't know what else to do and are willing to try any new approaches.

S. ADLER

CURRICULUM COORDINATOR

You are S. Adler, Curriculum Coordinator of the Egan Central School District. You have had some background in gifted education over the years but do not claim to be an expert. You are enthusiastic and anxious to support the regular education teacher in any way possible. Since you do have materials for gifted pupils, you offer this as a service to the regular educator.

J. KURTZ

PARENT

You are J. Kurtz, Eddie's parent, who is very concerned about Eddie's schooling. Over the past few years you have told Eddie's teachers that he is bored and the work he does in school is too repetitive for him. He needs to be challenged and you demand that the school do something about this immediately. You will not leave another parent conference without knowing exactly how Eddie will get more challenging work to do.

A. GERALD

PRINCIPAL

You are A. Gerald, Principal of Egan Elementary School, who has an overwhelming schedule and several deadlines to meet in the next few days. You are annoyed with having to be at this meeting and have only come because you need to gain support for the school. You really can't offer much in terms of individualizing instruction since you failed the course in college and have not bothered to read up on it, therefore, you spend most of your time appeasing the parent.

EDDIE

STUDENT

You are Eddie Kurtz, a fifth grade student at Egan Elementary School. You have been known to be a smart aleck, but that's only because you're so bored in school. During school you don't cooperate with your teachers and tend to be hard-nosed with everybody. All you want is to be entertained and fed materials. You don't know why you're here at this conference...the school will never change and neither will the teachers.

T. BURROW

TEACHER

You are T. Burrow, Eddie's fifth grade teacher, who is overwhelmed with your current case load of students. As with everything else, you are in a hurry to get this meeting over with. You resent any more individual requests to help students. Last year it was special education; this year gifted education... what's next? You feel that Eddie and all other kids are going to make it on their own so what's all this planning?

S. ADLER

CURRICULUM COORDINATOR

You are S. Adler, Curriculum Coordinator for the Egan Central School District for the past twelve years. You know nothing about gifted education but do not want to show your ignorance so you play down the importance of adapting curriculum for Eddie. You feed into the regular educators viewpoints and support his/her opinions.

J. KURTZ

PARENT

You are J. Kurtz, Eddie's parent, who has been called to this meeting by the teacher because he/she feels Eddie is causing/having problems in school. You don't believe that Eddie is disruptive since you have never seen this type of behavior at home; you are a little shy and retiring, however, you will not let the school call your child "different" and you're hesitant about any special services being offered.

Role of Observer

Your job is to sit and watch the participants at the conference discuss the educational plans for Eddie. As you watch the interaction that takes place, determine the characteristics of each participant and check the appropriate box by their names. The following descriptions may be helpful:

> Facilitator: accepts the contributions of others, attempts to reconcile disagreements by keeping communication channels open.
>
> Dominator: asserts authority or superiority in manipulating the group or certain members in the form of flattery, interrupting others, or giving directions.
>
> Non-Contributor: tends to remain aloof, passive, evasive and is reluctant to participate.

Additional comments that you feel may be important should be written on the back.

i.e.: Who clashed most sharply with others?
How influential was the person in determining the outcome of the decision?
How did each deal with interferring behavior?
Who wanted to avoid conflict?
Who were least instrumental in influencing others?
Who wanted the meeting to be warm, friendly, comfortable?

ROLE NAME	FACILITATOR	DOMINATOR	NON-CONTRIBUTOR	COMMENTS
A. Gerald				
Eddie				
T. Burrow				
S. Adler				
J. Kurtz				

DM IV.A.17

B

ADAPTATIONS OF MODELS

ACTIVITY: Adapting Curriculum Highways and Byways

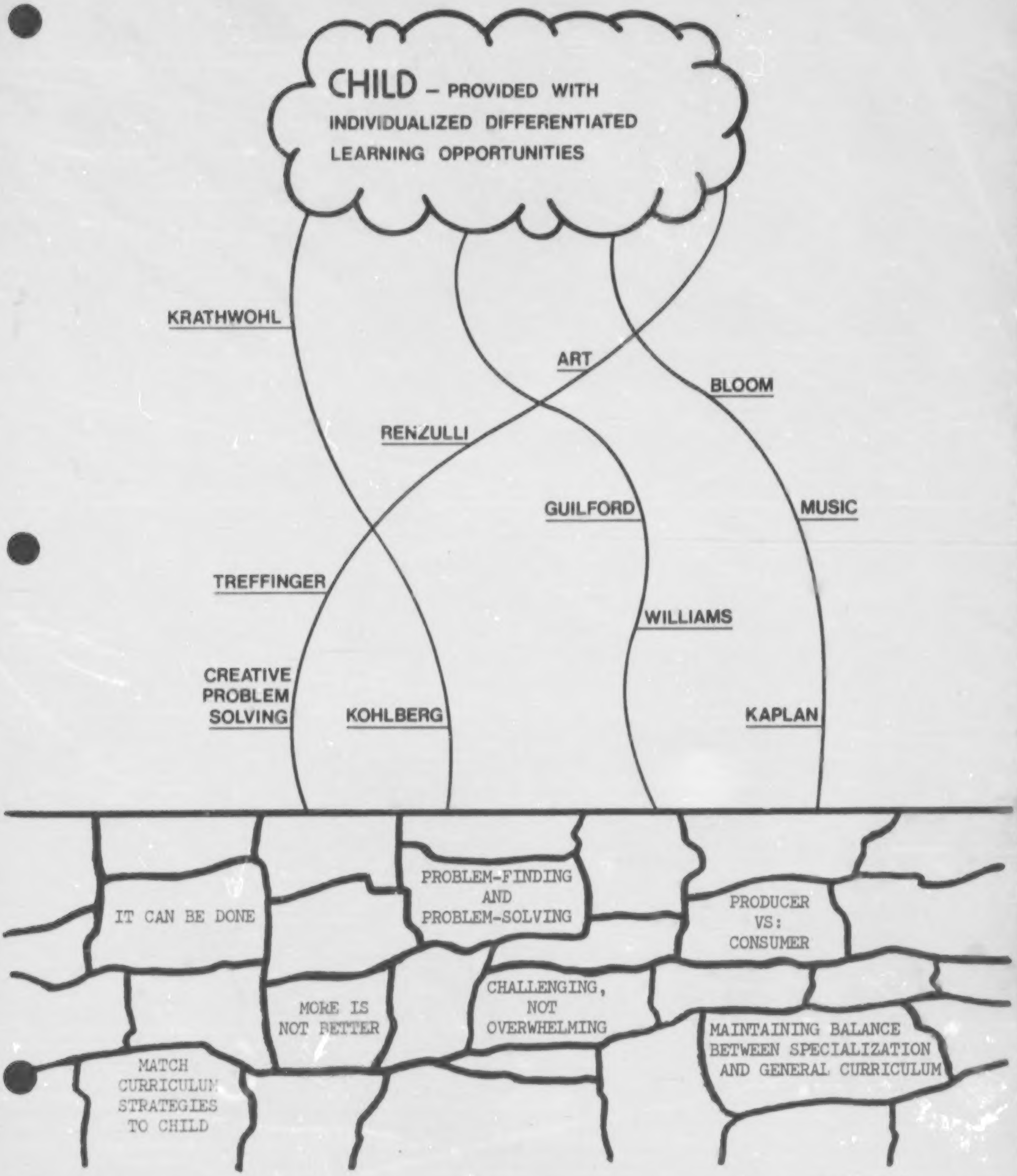
OBJECTIVE: To provide regular educators with an overview of alternatives for differentiating curriculum

TIME: 45 Minutes

MATERIALS:
Alternatives TM IV.B.2
Narrative Notes IV.B.3

DIRECTIONS:

1. Workshop leader displays Alternatives TM IV.B.2.
2. Workshop leader discusses the concepts contained in Alternatives TM IV.B.2 using the Narrative Notes IV.B.3 provided.


CHILD – PROVIDED WITH INDIVIDUALIZED DIFFERENTIATED LEARNING OPPORTUNITIES
KRATHWOHL
ART
BLOOM
RENZULLI
GUILFORD
MUSIC
TREFFINGER
WILLIAMS
CREATIVE PROBLEM SOLVING
KOHLBERG
KAPLAN
IT CAN BE DONE
PROBLEM-FINDING AND PROBLEM-SOLVING
PRODUCER VS: CONSUMER
MORE IS NOT BETTER
CHALLENGING, NOT OVERWHELMING
MAINTAINING BALANCE BETWEEN SPECIALIZATION AND GENERAL CURRICULUM
MATCH CURRICULUM STRATEGIES TO CHILD

NARRATIVE NOTES

Key concepts to stress:

- goal is to provide child with differentiated learning opportunities
- goal is to bridge gap between curriculum and student
- models exist to aid teacher to cover systematically the higher ranges of thinking
- teachers should not try to master all models (know they are there)
- teachers should feel free to choose from models
- teacher cannot be expert in everything
- many of these adaptations will be helpful with whole class
- three ways to differentiate

  vary: content - complexity
  process - strategies

Note:

Stress the idea of teacher climbing up, child coming down - meeting child

ACTIVITY: Bloom in the News

OBJECTIVE: To provide regular educators an introduction to Bloom's Taxonomy

TIME: 45 Minutes

MATERIALS:

Newspapers
Newsprint
Markers

DIRECTIONS:

1. Workshop leader distributes a local newspaper to each participant.

2. Workshop leader questions participants as follows:

   -Where might you find facts?
   -Where might you find understandings?
   -Where might you find analysis?
   -Where might you find synthesis?
   -Where might you find evaluation?

3. Workshop leader records these items on separate pieces of newsprint.

4. Workshop leader conducts feedback session by relating what the participants identify to classroom materials and instructional techniques.

ACTIVITY: Curriculum in Bloom

OBJECTIVE: To provide regular educators experience in adapting curriculum using Bloom's Taxonomy

TIME: 60 Minutes

MATERIALS:
Question Stems DM IV.B.6 - DM IV.B.7
Worksheet DM IV.B.8
Learning Packets DM IV.B.9 - DM IV.B. 13

DIRECTIONS:

1. Workshop leader requests participants to choose a specific topic within any curriculum area.

2. Workshop leader distributes Question Stems DM IV.B.6 - DM IV.B.7 to each participant.

3. Workshop leader instructs participants to design an activity related to their selected topic for each level of thinking as noted in Bloom's taxonomy. Distribute Worksheet DM IV.B.8.

4. Workshop leader requests participants to share their activities.

5. Workshop leader distributes Learning Packets DM IV.B.9 - DM IV.B.13 as a handout to participants.

OPTION: Copy activities and supply to all participants.

*QUESTION STEMS GENERALLY ASSOCIATED WITH THE 6 COGNITIVE LEVELS
PRESENTED BY BLOOM INCLUDE:

Knowledge

(1) What happened when ____________________?

Where is ____________________?

When did ____________________?

Identify ____________________.

Match ____________________.

Define ____________________.

Comprehension

(2) Restate in your own words ____________________.

Describe ____________________.

Which of the following is an example of ____________________?

Which statements are confirmed by information given in ____________________?

Translate from the graph ____________________.

Application

(3) Explain how ____________________. (New and previously unencountered phenomena)

Explain why ____________________. (" " ")

Which (scientific, social, mathematical, literary) principles can be used to account for the following phenomena?

Analysis

(4) Compare ____________________.

Contrast ____________________.

What are the significant features of ____________________?

Distinguish between ____________________.

Synthesis

(5) Construct____________________.

How would you test that (hypothesis, assumption, idea, statement)?

Write_____ ______________.

Imagine what would happen if____________________.

How would you produce a____________________?

Evaluation

(6) Determine if____________________.

Does____________________meet the criteria of__ __________________?

Is____________________a good example of____________________?

*These question stems were designed to be used by teachers to generate curriculum. They can also be used by students to design appropriate activities.

From: Donald Nasca and Hilarie Davis. Gifted Education Module System (GEMS), Brockport, NY: Bureau of Educational Field Services, State University College at Brockport, 1979. Used with permission.

To differentiate activities based on the Bloom Taxonomy...

1. List the key ideas in an upcoming lesson (unit, mini-course, etc.)
2. For each of the key ideas build KNOWLEDGE and COMPREHENSION activities for use with ALL students. These activities will introduce basic content and concepts. Since g/t students generally grasp basic content quickly, and retain it more easily, they should spend less time with these activities.
3. Next build activities at the higher levels of the Bloom Taxonomy...

   APPLICATION - ANALYSIS - SYNTHESIS - EVALUATION

   It is on these activities the g/t students should spend greater amounts of time.

This chart of starter verbs can help plan activities at the Bloom levels:

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
match	explain	apply	analyze	make	evaluate
list	reword	solve	sort	create	decide
write	reorganize	make use of	discover	develop	choose
recite	restate	employ	separate	originate	put in order
identify	outline	use	identify parts	devise	award
find	translate	try	examine	produce	rate
group	extend	construct using	reduce		rank
say	change		inspect		grade
tell	summarize				assess
name					
locate					

BY WRITING ACTIVITIES USING THE BLOOM TAXONOMY, AND GUIDING G/T STUDENTS TOWARD THE MORE COMPLEX TASKS, YOU ARE DIFFERENTIATING BY VARYING THE COGNITIVE COMPLEXITY.

LEARNING PACKET - PETS

PRESCHOOL UNIT

Developed According to Bloom's Taxonomy

Level I. Knowledge

1. A. Objective

To distinguish between wild animals and tame animals.

B. Activity

Using magazines, e.g., The National Geographic, have the child cut out pictures of both wild and tame animals. Then have him compile two little books, 1. My Wild Animal Book, 2. My Tame Animal Book, by pasting the appropriate animals in each book and discussing why he would gain the knowledge of wild vs. tame.

2. A. Objective

To have the knowledge of what makes a good pet.

B. Activity

Read the story, "My Mother Won't Believe This!" and discuss the aspects of bad pets, e.g., lions, elephants vs. those of good pets, e.g., puppies, goldfish.

Level II. Comprehension

1. A. Objective

To differentiate between domesticated-tame animals and house pets; and verbalize why they are different.

B. Activity

Using shoe boxes, have the child make a barn and a house (construction paper will help also).

Then, with teacher-made stand-up cardboard animals, the child must place the animals in the appropriate domicile.

Suggested animals:

Farm: Cow, pig, horse, sheep, rooster, bull, chickens.

Housepets: Dog, cat, bird, rabbit, fish, gerbil, hamster.

Adapted from Gail Hanninen in Resource Manual: SAGE Teacher Education Program. Boise, Idaho: The Idaho State Department of Education, 1980.

Level II. Comprehension (Cont.)

2. A. Objective

To have the child illustrate the perfect pet from a physical point of view.

B. Activity

Taking pictures from magazines and tactile materials such as fur, cloth, yarn, rope, plastic pipe, have the child make a composite collage pet. Help her identify the features from individual pets that she likes best to compile a "perfect pet."

E.g.: A child may like the size of a collie dog but the feel of a persian cat. She may decide curlicue tails of pigs are fun, and rabbit ears look good, etc. From this you will have gleaned an insight into your child's interests and also have provided an outlet for potential creativity.

Level III. Application

1. A. Objective

To have the child choose a personal pet using his knowledge of characteristics to help him make his choice.

B. Activity

Ask child - "How would you decide which pet you would want? Choose one and tell why you chose it." e.g.:

A poodle because it is small.
A fish because it doesn't need to eat a lot.
A bird because I could listen to him sing.
A bulldog because he could protect me.

Make a list of other pets and tell how they would be good.

2. A. Objective

To have the child demonstrate — using creative dramatics — how she would train a dog to sit, come, roll over, play dead, speak, etc.

B. Activity

Have one child assume the identity of a puppy and another of an owner. Have them role play a series of situations in which the owner attempts to train his dog to perform various tricks, etc. Have the children demonstrate their acts to the other children.

Level IV. Analysis

1. A. Objective

To classify various types of pets into four categories, i.e., put all the various strains of dogs under dogs, similarly for cats, fish, and birds (only those commonly considered pets).

B. Activity

Use the "fishing" game to provide some fun in this activity. The child should have a short pole and line to which is attached a paper clip. He casts his line over a divider, where the teacher attaches the picture of various types of pets.

E.g.:

A. Dogs	B. Cats	C. Birds	D. Fish
Poodles	Manx	Parrot	Guppy
Bull Dogs	Siamese	Myna	Angelfish
St. Bernards	Persian	Canary	Goldfish

The child must then place his catch in one of a:

a. dog house or kennel
b. cat basket
c. bird cage
d. fish bowl or aquarium

These are made of cardboard.

2. A. Objective

To help the child understand why pets and children are often friends.

B. Activity

Using the Peanuts comic strips, read to the child the ones involving Snoopy (the dog) and Charlie Brown or other children. Using the situations provided by Shultz, discuss with the child what makes Snoopy Charlie's friend and vice versa. Then provide new strips without the dialogue and have the child determine from the pictures and his own imagination, the discourse between man's best friend and a five-year-old boy.

Level V. Synthesis

1. A. Objective

To formulate solutions to the problems of animals in an urban setting, i.e., within towns and cities.

Level V. 1. A.(contd.)

B. Activity

Dramatize these problems by use of a felt board and felt-backed characters:

E.g.: 1. Dogs run around and get into garbage which spills all over.
2. Dogs bite mailmen and bark at passersby.
3. Dogs dig up gardens and yards.
4. Dogs and cats make messes on the street.
on the street.

After having dramatized a problem, discuss possible solutions, and then have the child dramatize these:

E.g.: 1. Tying up dog or fencing yard and then exercising dog on a leash.

2. A. Objective

To create a pet for the future from paper mache.

B. Activity

Create a hypothetical future situation in discussion with the child, e.g., all people might be underground with no space and little water and food; or people might live in apartment houses, i.e., no one would have yards.

Then with the child talk about how certain animals would be unsuitable, and let children with paper mache create a suitable pet for the described situation.

3. A. Objective

To put together a matching list of people and pets that either look alike or resemble each other in temperament.

B. Activity

Discuss with child the humorous aspects of how people choose or become like their pets. Have children cut out pictures from magazines of pets and people, e.g.,a wrestler and a bulldog, a little old lady and a poodle, etc.

Level VI. Evaluation

1. A. Objective

To judge what constitutes the best pet: the best dog, cat, bird, fish, etc., and tell why.

Level VI Evaluation (contd.)

B. Activity

Give the child a tape recorder and have him/her tell;the above in his own words into the recorder.

2. A. Objective

To learn to defend a proposition such as: "Planned pet population growth is needed."

B. Activity

Bring into the classroom a representative from the humane society, who will show the class a movie on pet care and pet population expansion.

Using the information gleaned from this contact, have the child make a family tree showing the population growth of cats (given that every female cat has one litter). One cat will multiply to 64,000 in approximately three years. Discuss the ramifications of the above with the child.

ACTIVITY: Introduction to Enrichment Triad

OBJECTIVE: To provide regular educators with exposure to Renzulli's Model through active participation

TIME: 60 Minutes

MATERIALS:
Enrichment Triad Model DM/TM IV.B.15
Enrichment Triad DM/TM IV.B.16
Small Waxed Cards
Markers

DIRECTIONS:

1. Workshop leader utilizing Enrichment Triad Model DM/TM IV.B.15 provides an overview of Renzulli's Enrichment Triad Model. (Leader may want to refer to appropriate resources listed at the end of this activity.)

2. Workshop leader displays Enrichment Triad DM/TM IV.B.16 on a wall in the room with the overhead projector and provides the following directions:

   . Briefly describe 3-5 activities used with your class during the past week.

   . Write one activity on small waxed card.

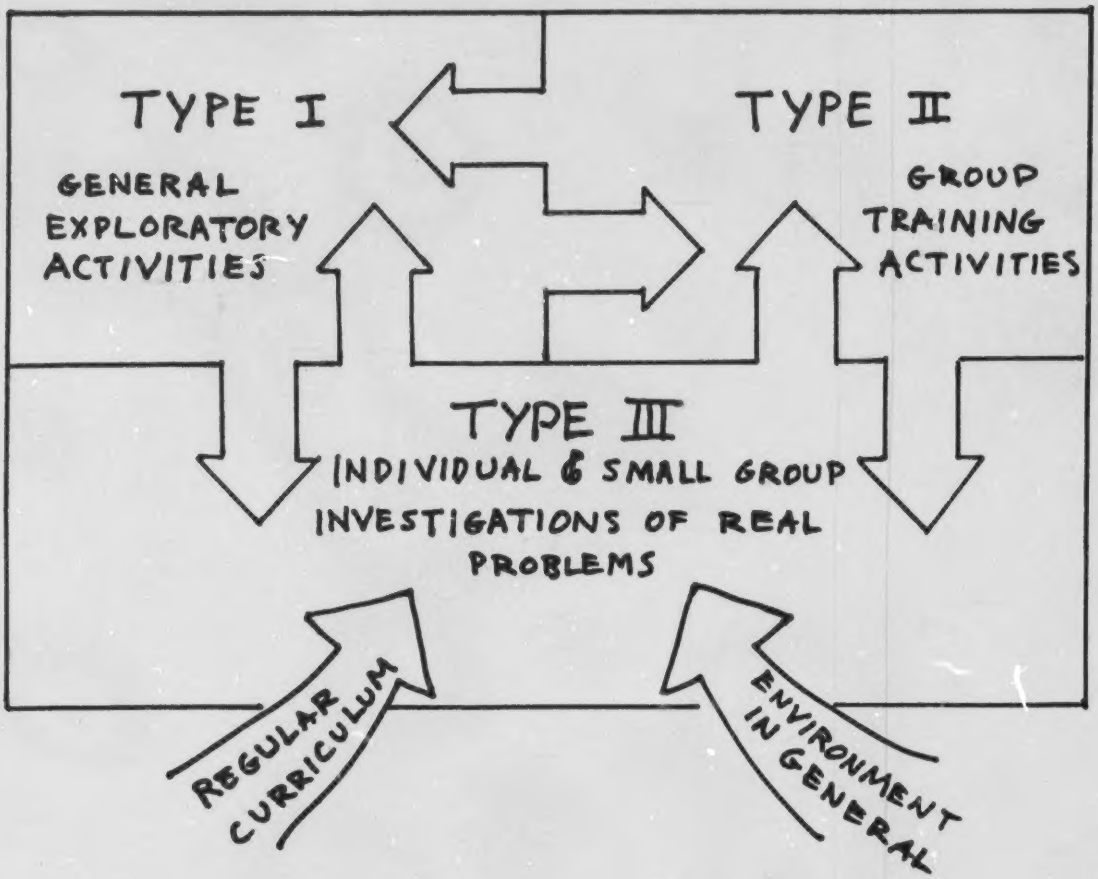
   . Place the cards in the respective section of Renzulli's Triad projected on the wall.

3. Leader conducts feedback pointing out gaps in the triad and implications. Emphasis should be placed on Type III. Renzulli advocates Types I and II for all students and believes Type III is critical for the gifted.

4. Leader assigns homework and distributes Enrichment Triad DM/TM IV.B.16.

   . Select a topic area and complete the Enrichment Triad for a particular student.

5. At the following session, leader allows participants to share their assignments with one another.

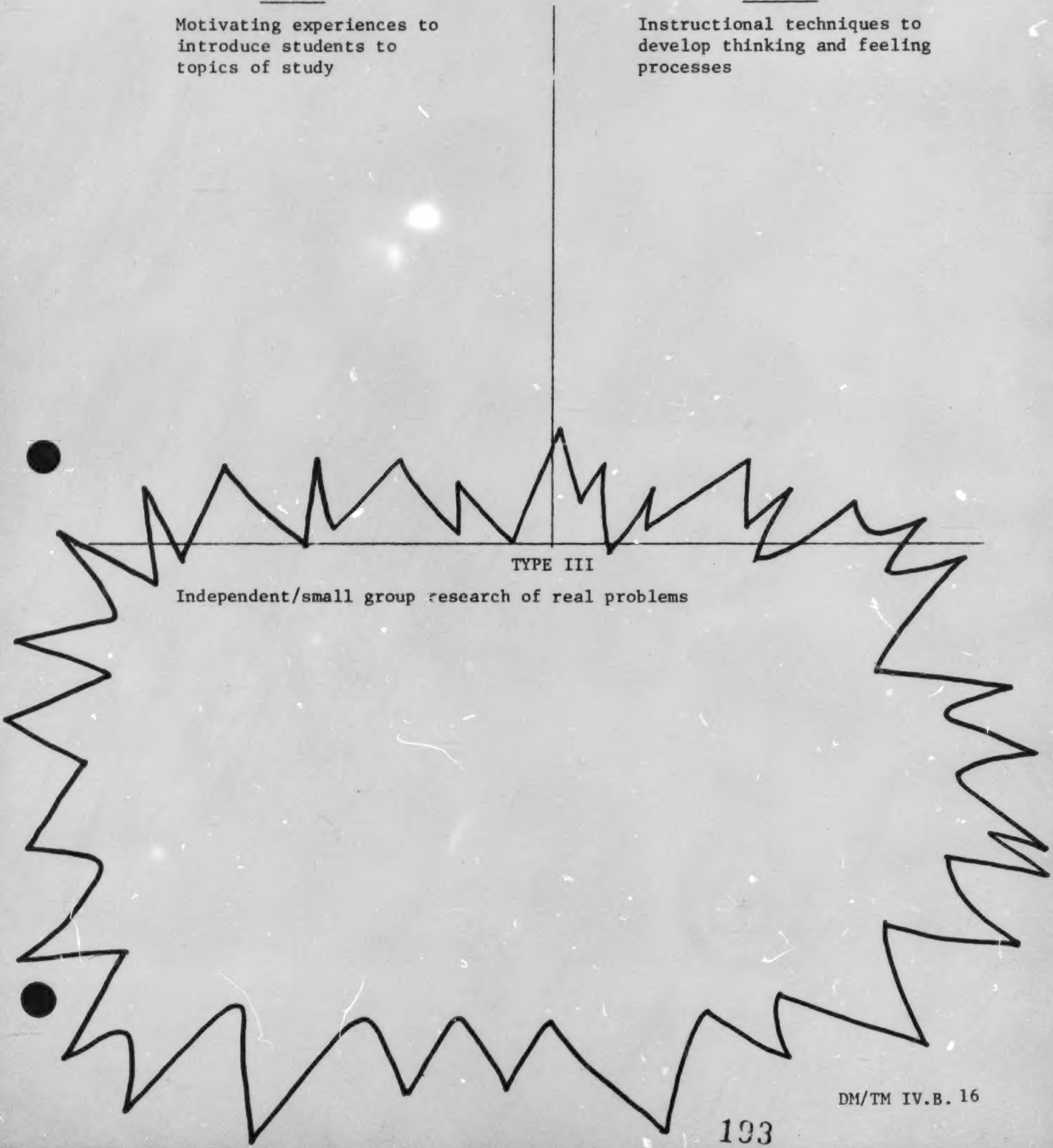

TYPE I
GENERAL EXPLORATORY ACTIVITIES
TYPE II
GROUP TRAINING ACTIVITIES
TYPE III
INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS
REGULAR CURRICULUM
ENVIRONMENT IN GENERAL

THE ENRICHMENT TRIAD MODEL

TYPE I ENRICHMENT:	Consists of a wide variety of experiences and activities designed to introduce students to topics or areas of study of potential interest.
TYPE II ENRICHMENT:	Consists of methods, materials and instructional techniques (i.e., training exercises) intended to develop thinking and feeling processes.
TYPE III ENRICHMENT:	Consists of activities in which student emulates a professional investigator in attacking a real problem or topic.

From: Joseph S. Renzulli. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. Mansfield Center, CT: Creative Learning Press, Inc., 1977.

DEVELOPING INSTRUCTIONAL ACTIVITIES FOR THE ENRICHMENT TRIAD



TYPE I	TYPE II
Motivating experiences to introduce students to topics of study	Instructional techniques to develop thinking and feeling processes

TYPE III

Independent/small group research of real problems

ACTIVITY: Compacting the Curriculum

OBJECTIVE: To provide a method of streamlining the regular curriculum so that selected students who have been identified as able to complete the scheduled work ahead of time may pursue areas that enrich activities and relieve the boredom from work in skill areas that may not be challenging

TIME: One Week
(Homework or independent study activity)

MATERIALS: "SAMPLE" DM/TM IV.B.19
Individual Educational Programming Guide DM IV.B.20

DIRECTIONS:

1. Workshop leader presents an overview of compacting the curriculum and assigns the "The Compactor" as a homework or independent study activity.

2. The Compactor activity should be completed with an individual student in mind who works at a faster rate than other pupils.

3. Workshop leader explains The Compactor before distributing Individual Educational Programming Guide DM IV.B.20, and "SAMPLE" DM/TM IV.B.19.

   . What is compacting?

     - It is a systematic way to streamline the regular curriculum for individual students.

     - It provides the teacher, the student, parents and principal with the necessary assurances that all the "basics" will be mastered.

4. Workshop leader explains how to compact as illustrated in "SAMPLE" DM/TM IV.B.20.

   . Compacting should allow for teachers to minimize paper work.

   . Time periods for compacting may be for a week, month or marking period.

   . Compacting may be by topic or instructional unit, see Curriculum Areas column.

   . Whenever possible, the teacher should use diagnostic instruments already available in basic skill areas to complete Procedures for Compacting column (i.e., pretests, end-of-unit tests).

   . Activities in Acceleration and/or Enrichment column should be based on student interests.

   . Monitoring should be regular in order to assure continued proficiency in areas important for achievement tests, etc.

5. Workshop leader distributes Individual Educational Programming Guide DM IV.B.20 and suggests that this be completed in an area they plan to be using in the near future. The student should be in his/her class and at least two activities in the Acceleration and/or Enrichment column should be completed for this particular student.

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE
The Compactor

Prepared by Joseph S. Renzulli
Linda H. Smith

NAME Abigail AGE ______ TEACHER(S) ______________

SCHOOL ______________ GRADE ____ PARENT(S) ______________

Individual Conference Dates And Persons Participating In Planning Of IEP ________ ________ ________ ________

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas.	ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum
Holt Language Arts Level II, Units 2,3,4. Decoding/Encoding Skills Language Skills	Unit tests Level tests Will check proficiency regularly in all areas of language arts.	Time acquired by compacting 2 strands in Holt (phonetics and already mastered language skills) will be used for: Advanced exposure in the language arts.
CTBS Scores 10/78 (Grade 2) Vocabulary Comprehension 4.5 Language 4.8 (G.E.)	Abigail will participate in all language arts activities in classroom except for: 1. Decoding/encoding (phonetics) 2. Already mastered skills (periods, capital letters, quotation marks, and superlatives). 3. Reinforcement activities.	Abigail will select reading materials from Wetmore Junior Library. E.g.: Little Women, Treasure Island, Hans Brinker, Pinocchio, Robinson Crusoe, Wizard of Oz And will be able to: 1. Infer main idea. 2. Summarize story. 3. Compare characters. 4. Increase vocabulary.
Pretests 3,4,5,6,7,8 Results: Mastery* *1 exception: Suffixes in pretests		

☐ Check here if additional information is recorded on the reverse side

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From: Joseph S. Renzulli and Linda H. Smith, A Guidebook for Developing Individualized Educational Programs (IEP) for Gifted and Talented Students. Mansfield Center, CT: Creative Learning Press, Inc., 1979.

(Actual size: 11x17)

DN/TM IV.B.19

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE
The Compactor

Prepared by Joseph S. Renzulli
Linda H. Smith

NAME ______________ AGE ____ TEACHER(S) ______________ Individual Conference Dates And Persons Participating In Planning Of IEP

SCHOOL ______________ GRADE ____ PARENT(S) ______________ ________ ________ ________ ________

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas	ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum

☐ Check here if additional information is recorded on the reverse side

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DM IV.B.20

From: Joseph S. Renzulli and Linda H. Smith, A Guidebook for Developing Individualized Educational Programs (IEP) for Gifted and Talented Students. Mansfield Center, CT: Creative Learning Press, Inc., 1979.

(Actual size: 11x17)

ACTIVITY: Management Plan

OBJECTIVE: To provide an opportunity for participants to experience Joseph Renzulli's "Management Plan" for individual and small group investigation

TIME: 90 Minutes

MATERIALS: Management Plan DM/TM IV.B.23

DIRECTIONS:

1. Workshop leader introduces Renzulli's Management Plan as a way to guide the development of individual and small group investigation of real problems.

   In addition, the Management Plan is also:

   - a way for an individual student to conduct inquiry about a specific area
   - a way to encourage sharing discoveries with identified target audiences
   - a way for an individual pupil to emulate or practice a professional specialty

2. Display Management Plan DM/TM IV.B.23 and discuss the procedure for the activity.

   - Working in pairs, the participants will complete the form together.
   - One participant will take the role of the teacher and the other the pupil.
   - The plan should be completed in a subject area that the student has selected as being very interesting.

3. Begin with the box entitled, "Specific area of study." This is intended to identify the problem and should be stated clearly as it will be the focus of the whole process. Included in this section will be the objectives and what the investigator hopes to find out.

4. Second, complete the boxes entitled "Intended Audiences" and "Intended Products."

   - This area is designed to help steer the pupil to think about the final form his investigation may take.

5. Move to the area "Getting Started" and "Methodological Resources," for answering the questions in each area which will identify the necessary procedures that should be used throughout the program. This should be modified as new resources and questions emerge.

6. Workshop leader points out that the completed plan and individual boxed areas can provide valuable evaluation data.

7. Distribute Management Plan DM/TM IV.B.23. (Give the participants about 45 minutes to complete the plan and prepare to give feedback.)

8. Workshop leader conducts a large group feedback requesting that individuals share their strategies for various boxes.

OPTION

Workshop leader may wish to collect and xerox copies of the participants' completed "Management Plans" for additional resources.

MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

Prepared by Joseph S Renzulli
Linda H Smith

NAME ______________________ GRADE ______________

TEACHER ______________________ SCHOOL ______________

Beginning Date ________ Estimated Ending Date ________

Progress Reports Due On Following Dates ______ ______ ______

GENERAL AREA(S) OF STUDY (Check all that apply)

___ Language Arts/Humanities
___ Social Studies
___ Mathematics
___ Science
___ Music
___ Art
___ Personal and Social Development
___ Other (Specify) ______
___ Other (Specify) ______

INTENDED AUDIENCES

Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1 ______________
2 ______________
3 ______________
4 ______________
5 ______________

INTENDED PRODUCT(S) AND OUTLETS

What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?

GETTING STARTED

What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If "raw data", how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

SPECIFIC AREA OF STUDY

Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

METHODOLOGICAL RESOURCES AND ACTIVITIES

List the names & addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, transit, tape recorder, questionnaire, etc.). Keep a continuous record of all activities that are a part of this investigation.

A complete description of the model utilizing this form can be found in: *The Enrichment Triad Model: A Guide For Developing Defensible Programs For The Gifted And Talented.* – Creative Learning Press, Inc. P.O. Box 320 Mansfield Center, Ct. 06250

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From: Joseph S. Renzulli and Linda H. Smith, A Guidebook for Developing Individualized Educational Programs (IEP) for Gifted and Talented Students. Mansfield Center, CT: Creative Learning Press, Inc., 1979.

(Actual size: 11 x 17)

DN/TM IV.B.23

ACTIVITY: Independent Study Techniques

OBJECTIVE: To introduce participants to the concept of independent study

TIME: 60 Minutes

MATERIALS:
Steps for Independent Study DM/TM IV.B.26
Timeline Experienced DM/TM IV.B.27
Timeline Inexperienced DM/TM IV.B.28
Record Sheet DM/TM IV.B.29
Resources DM/TM IV.B.30
Products DM/TM IV.B.31
Product Evaluation DM/TM IV.B.32
When to Use Independent Study IV.B.33

DIRECTIONS:

1. Workshop leader provides an overview of the independent study steps using Steps for Independent Study DM/TM IV.B.26

2. Workshop leader makes some general remarks concerning independent study sheets such as:

   . Gifted students who are presented with material which is consistently three or four years below their capabilities will be ill-prepared to deal with higher level thinking skills when they are finally challenged.

   . The independent study technique is beneficial to all pupils and may be taught at varying levels of complexity.

     - it teaches them to think
     - it makes students responsible for their own learning
     - it teaches good research habits
     - it helps identify academically talented students.

3. Workshop leader displays and discusses Timeline Experienced DM/TM IV.B.27 as a recommended schedule for experienced students (participants provided with Timeline Experienced DM/TM IV.B.27).

4. Workshop leader displays and discusses Timeline Inexperienced DM/TM IV.B.28 as a recommended schedule for inexperienced students (participants provided with Timeline Inexperienced DM/TM IV.B.28).

5. Workshop leader displays Record Sheet DM/TM IV.B.29 as a recommended record sheet and discusses use of the form with participants.

6. Workshop leader displays Resources DM/TM IV.B.30 as a method for students to list resources on their independent study.

7. Workshop leader displays Products DM/TM IV.B.31 as examples of products while explaining that Step #8 of the Independent Study is the creation of a product. The product is a creative outgrowth of the research and not a regurgitation of notes--a written report.

8. Leader displays and discusses Product Evaluation DM/TM IV.B.32 as an example of a product evaluation form.

OPTIONAL

9. Leader leads discussion on when to use independent study using IV.B.33 as a guide.

STEPS
FOR
INDEPENDENT STUDY

Step 1: The student selects a topic that is issue oriented.

Step 2: The student establishes a schedule.

Step 3: The student develops five or more questions (first objectives) to direct his research.

Step 4: The student secures references and seeks sources of raw data.

Step 5: The student researches the topic, collects raw data, and takes notes.

Step 6: The student develops five final objectives using Bloom's taxonomy.

Step 7: The student has a conference with the teacher who evaluates the depth of knowledge and idea production.

Step 8: The student makes a product showing some of his new ideas.

Step 9: The student's product is displayed, evaluated with a friend, and examined by an expert.

Adapted from Edith Doherty & Louise Evans, Self-Starter Kit for Independent Study. Austin, TX: Special Education Associates, 1980. Used with permission.

TIMELINE EXPERIENCED

WEEK						WEEK OF TERM
I	TEACHER-LED	• BEGIN GENERAL EXPLORATORY ACTIVITIES and GROUP TRAINING EXERCISES			TEACHER-LED	1
II						2
III						3
IV						4
V		• INTRODUCTION AND SELECTION OF TOPIC LESSON PLAN • Selection of Topic • Get resource from public library • Take notes				5
I	5-WEEK INDEPENDENT STUDY	• SCHEDULE AND FIRST OBJECTIVES LESSON PLAN • NOTE-TAKING REVIEW LESSON • Take notes			10-WEEK INDEPENDENT STUDY	6
II		• COGNITIVE OBJECTIVE LESSON PLAN II OR V • COGNITIVE OBJECTIVE LESSON PLAN III OR IV • Take notes				7
III		• Take notes • Product development starts				8
			DECISION			
		to participate in seminar,	continue research,	or to develop extended product		
IV		• Take notes • Write final objectives • Conference • Product development	• Take notes	• Write final objectives • Conference		9
V		• Product completion • Product evaluation and conference • Selection of seminar	• Take notes	• Product development		10
I	SEMINAR	• GROUP TRAINING EXERCISES	• Take notes	• Product development		11
II		(one seminar is selected from a choice of three)	• Take notes • Write final objectives	• Product development		12
III			• Conference • Product development	• Product development		13
IV			• Product Completion	• Product development		14
V			• Product evaluation and conference	• Product completion and conference		15

Lesson Plans = CAPITAL LETTERS; Student Activities = small letters; Conference may be previous week.

Adapted from Edith Doherty & Louise Evans, Self-Starter Kit for Independent Study Austin,TX

TIMELINE INEXPERIENCED

WEEK				WEEK OF TERM
I	TEACHER-LED	• BEGIN GENERAL EXPLORATORY ACTIVITIES	TEACHER-LED	1
II		and		2
III		GROUP TRAINING EXERCISES		3
IV		• INTRODUCTION TO THE PUBLIC LIBRARY LESSON PLAN I		4
V		• INTERVIEW LESSON PLAN I		5
VI		• INTERVIEW LESSON PLAN II		6
VII		• NOTE-TAKING LESSON PLAN I		7
VIII		• INTRODUCTION TO THE PUBLIC LIBRARY LESSON PLAN II • NOTE-TAKING LESSON PLAN II ++++		8
I	INDEPENDENT STUDY	• INTRODUCTION AND SELECTION OF TOPIC LESSON PLAN • Selection of Topic • Get resource from public library	INDEPENDENT STUDY	9
II		• SCHEDULE AND FIRST OBJECTIVE LESSON PLAN • Take notes		10
III		• COGNITIVE OBJECTIVE LESSON PLAN I++ • COGNITIVE OBJECTIVE LESSON PLAN II • Take notes		11
IV		• COGNITIVE OBJECTIVE LESSON PLAN III • COGNITIVE OBJECTIVE LESSON PLAN IV • Take notes		12
V		• Cognitive Objective Lesson Plan V • Cognitive Objective Lesson Plan IV • Take notes		13
VI		• Product Lesson Plan • Write final objectives • Conference+ • Product development +++		14
VII		• PRODUCT EVALUATION LESSON PLAN • Product completion • Product evaluation • Product evaluation conference		15

Lesson Plans = CAPITAL LETTERS
Student Activities = small letters
+Conference may be previous week
++All Cognitive Lesson Plans may not be necessary
+++Product may begin earlier
++++(Optional) The teacher may wish to introduce formal notetaking.

Adapted from Edith Doherty & Louise Evans, Self-Starter Kit for Independent Study. Austin, TX: Special Education Associates, 1980.

RECORD SHEET

NAME ______________________________ GRADE ______

SUBJECT ______________________________

____

AREAS OF INDEPENDENT STUDY (CHECK ALL THAT APPLY)

____ LANGUAGE ARTS/HUMANITIES ____ SCIENCE ____ ART

____ SOCIAL STUDIES ____ MATHEMATICS ____ MUSIC

____ PERSONAL AND SOCIAL DEVELOPMENT ____ OTHER (SPECIFY) ______________

____

DESCRIPTION OF THE CONTENT OF INDEPENDENT STUDY

____

____

____

BEG. DATE ________ END. DATE ________ NO. DAYS ________

FIRST OBJECTIVES (WHAT YOU WANT TO FIND OUT)

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4 ______________________________

____

____

RESOURCES (LIST REFERENCE BOOKS, FILMS, PEOPLE, ETC., AS YOU USE THEM)

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

7. ______________________________

____

8. ______________________________

____

9. ______________________________

____

10. ______________________________

____

ACTIVITIES (BRIEFLY LIST ANY UNUSUAL THINGS YOU DO TO ANSWER QUESTIONS)

____

____

PRODUCT (BRIEFLY DESCRIBE THE CONTENT AND MEDIUM TO BE USED)

____

____

____

____

Adapted from Edith Doherty & Louise Evans, *Self-Starter Kit for Independent Study*. Austin, TX: Special Education Associates, 1980.

DM/TM IV.B.29

RESOURCES

ENCYCLOPEDIA	EXAMPLE
NAME OF ENCYCLOPEDIA VOLUME	WORLD BOOK, VOLUME H
BOOK	
TITLE AUTHOR YEAR BOOK PUBLISHED	BURIED CITIES, J. HALL, 1964
PERIODICAL (MAGAZINES)	
TITLE OF MAGAZINE DATE OF MAGAZINE	NATIONAL GEOGRAPHIC, OCTOBER 1975
FILM OR FILMSTRIP	
TITLE COMPANY PRODUCING FILM	"LIFE CYCLE OF A FROG," MCGRAW-HILL
NONWRITTEN SOURCE	
(CHARTS,PICTURES,DIAGRAMS) TITLE LOCATION OR COMPANY THAT PRODUCED IT	"BIRD MIGRATION," NATIONAL AUDUBON SOCIETY
PERSON	
NAME OCCUPATION OR AVOCATION	MR. WALTER CRONKITE, NEWSCASTER
PLACE (MUSEUM)	
NAME LOCATION	AMERICAN MUSEUM OF NATURAL HISTORY, NEW YORK
FILE	
NAME TITLE OF PAMPHLETS LOCATION	ARCHAEOLOGY FILE, "HOW TO DIG," "INDIAN RELICS," SWEPT

Adapted from Edith Doherty & Louise Evans, Self-Starter Kit for Independent Study. Austin, TX: Special Education Associates, 1980.

PRODUCTS

A RADIO DIALOGUE INTERVIEWING CLEOPATRA;

A DIORAMA DEPICTING A MAJOR BATTLE IN THE WAR OF ROSES;

A MODEL SHOWING THE CHARACTERISTICS OF A FUTURE CITY;

A GAME TEACHING THE MAJOR DIFFERENCES AMONG ANCIENT GREEK VASES;

A REPRODUCTION OF THE AZTEC CALENDAR EXPLAINING THE RELIGIOUS BELIEFS;

A POEM DESCRIBING JOAN OF ARC'S MOOD IN PRISON;

A LESSON TEACHING STUDENTS IN ANOTHER CLASS THE MAJOR CLASSIFICATION OF ROCKS;

A SEWING PROJECT DESIGNING A BICENTENNIAL QUILT;

A PHOTOGRAPHIC ESSAY ILLUSTRATING THE BUILDING OF EGYPTIAN PYRAMIDS AND PREPARATION OF A MUMMY;

AN EXPERIMENT SHOWING THE DIFFERENCES IN WAVE TYPES;

A PLAY DEPICTING REASONS FOR THE FALL OF THE MAYAN CIVILIZATION;

A PUPPET SHOW COMPARING DIFFERENT CREDIT SCHEMES;

A THREE-DIMENSIONAL LIGHT DISPLAY ILLUSTRATING MAJOR CONSTELLATIONS;

AN INVENTION OF A NEW TOOL USING SIMPLE MACHINES (LEVERS, PULLEYS, AND INCLINED PLANE);

A COMPUTER PROGRAM DRAWING A PICTURE OR PLAYING A GAME;

A DISSECTION OF AN ORGAN OF AN ANIMAL SHOWING ITS PARTS;

AN ANIMAL STUDY, TRAINING A HAMSTER TO RUN A MAZE;

A DEBATE CONCERNING THE USE OF NUCLEAR ENERGY; OR

THE CREATION OF A MUSICAL COMPOSITION RECORDED AT A PROFESSIONAL STUDIO.

Adapted from Edith Doherty & Louise Evans, Self-Starter Kit for Independent Study. Austin, TX: Special Education Associates, 1980. DM/TM IV.B.31

PRODUCT EVALUATION

NAME ______________________________ DATE ______________

FRIEND'S NAME ______________________________

WHAT MY PRODUCT IS ______________________________

RATE EACH OF THE ITEMS ACCORDING TO THE FOLLOWING SCALE:

0 - NOT OBSERVED AT ALL
1 - FAIR, COULD BE IMPROVED A LOT
2 - VERY GOOD
3 - EXCELLENT

ITEMS	WHAT I THINK	WHAT MY FRIEND THINKS
1. EFFORT		
2. NEATNESS		
3. ORGANIZATION		
4. ATTRACTIVE, COLORFUL		
5. MEANINGFUL, INTERESTING, UNDERSTANDABLE		
6. SHOWS KNOWLEDGE ABOUT IT; SHOWS THOUGHT		
7. CARRIED OUT WHAT IS INTENDED		
8. USED IMAGINATION, CREATIVITY, ORIGINALITY		

WHAT DO YOU THINK IS THE BEST THING ABOUT THIS PRODUCT?

ME ______________________________

MY FRIEND ______________________________

WHAT DO YOU THINK COULD BE IMPROVED ABOUT THIS PRODUCT?

ME ______________________________

MY FRIEND ______________________________

Adapted from Edith Doherty & Louise Evans, Self-Starter Kit for Independent Study. Austin, TX: Special Education Associates, 1980.

WHEN TO USE INDEPENDENT STUDY

The leader encourages the group to think through the conditions which suggest independent study as an appropriate teaching/learning approach. If the group needs help in being specific, the leader can throw out questions such as the following:

1. Are there subject areas or types of topics for which independent study is particularly appropriate? For which it is particularly inappropriate?
2. What kinds of characteristics of a pupil would encourage you to allow him/her to undertake independent study?
3. How independent should you allow the pupils to be?
4. When do you intervene, that is, when do you withdraw a pupil's independence or some of it?
5. How important is the product in relation to the process of independent study through which the pupil works?
6. How do you cope with the pupil who wants you to give him/her detailed guidance throughout the "independent study" experience?

ACTIVITY: Contract Contact

OBJECTIVE: To appreciate the use of contracts as an effective means of individualizing instruction and capitalizing on student interests

TIME: 90 Minutes

MATERIALS:
Learning Contract DM IV.B.36-DM IV.B.37
Student Profiles Billy DM/TM IV.B.38
Student Profiles Pam DM/TM IV.B.39
Student Profiles Jackie DM/TM IV.B.40
Student Profiles Peter DM/TM IV.B.41
Contract Do's and Don'ts DM IV.B.42
Newsprint
Markers

DIRECTIONS:

1. Workshop leader introduces the activity by stating the purpose of utilizing contracts with students (e.g., to individualize instruction and capitalize on student interests). Leader allows participants to share their experiences with student/teacher contracts.

2. Leader distributes Learning Contract DM IV.B.36-DM IV.B.37 and requests that each participant individually complete a learning contract, while considering a continuing education course (s)he might be taking.

3. Leader conducts feedback allowing participants to share their ideas and/or feelings regarding the use of the contract.

4. Leader divides participants into 4 small groups, distributes a sufficient number of one of the Student Profiles DM IV.B38 DM IV.B.41 to each group and provides the following directions:

   . Based on the profile, design a contract for the student considering:

     - objective or objectives
     - resources
     - learning alternatives
     - reporting alternatives

   . Select a recorder to write the group's contract on newsprint to be shared with the large group.

5. Leader conducts feedback by:

   - Allowing a spokesperson from each small group to share the group's ideas with the large group.

   - Discussing the differences/similarities between the first contract completed individually and the second developed by the small group.

6. Leader distributes Contract Do's and Don'ts DM IV.B.42 as additional information on the preparation of student contracts.

POINTS FOR DISCUSSION:

- First contract was student initiated with the participant as "student"; the second was teacher initiated.

- First contract - no components are predetermined
  Second contract - all components are predetermined

LEARNING CONTRACT

1. Choose a topic of interest to you that you would like to study in depth.

2. Explain what you expect to gain from this in-depth study. What are the personal benefits of spending your time on this subject?

3. List below as many strategies (ways, methods, activities) which you might employ in order to study this topic. Put a star (*) next to the ways which seem best or most pleasant to you.

4. Can you develop a product which might be a good way of ending your study (a paper, play, painting, poem, lesson you would teach, etc.)? Could you share your learning in some way with others in the class? List below.

5. Each student receives a grade at the end of each marking period. In order to make this fair, you can help by suggesting below some criteria (standards) by which the teacher will be able to grade what you have learned. Indicate what specifics the teacher should look for and what combination of items will earn a "A", a "B", etc.

6. Some people work best when they have a deadline, and others work best without one. Which pleases you most?

   If you wish a deadline, set one here ______________________________.
   What penalties, if any, should there be if you do not meet your deadline?

7. Comments:

BILLY

Billy is a 12-year-old baseball fanatic. He follows all of the teams, recording on large charts the individual and team scores of particular players. He can site ERA's (Earned Run Average) and predict RBI's (Runs Batted In). His research skills need to be developed, especially in the areas of outlining and footnoting.

PAM

Pam is 10½ and wants to be a veterinarian. She has two hamsters, a dog and a cat for which she assumes partial responsibility at home. She is concerned with the conditions of animals and has sent part of her allowance to save the whale and save the seal campaigns. Most of her readings are fact-based and limited to this area of interest.

JACKIE

Jackie lives near the beach and is an avid shell collector. Her emphasis has been on identifying the shells she uncovers on her weekly visits. She is nine and does not read on grade level, though she has been identified as a gifted youngster.

PETER

Peter is an articulate eight year old. He enjoys creative writing and has read all of the James Bond novels. He has become interested in the supernatural and in the concept of good versus evil. He generally prefers adventure stories to historical readings. Informal testing indicates that his research skills need to be developed.

CONTRACT

DO'S AND DON'TS

1. Prior to meeting with students, have a contract format(s) prepared in advance.

2. Begin with short contracts; do not have a pupil take on a year's project.

3. In meeting with pupils, be certain that they understand the specific intent of the contract and their involvement.

4. Guide students in setting realistic deadlines; do not dictate what should be done by the pupil during a specific amount of time.

5. Allow for renegotiations of contracts if you or the student feel it is not working.

6. Maintain on-going communication with the student; do not revise or change the rules of a contract without student input.

7. Establish a management system to be used with the contract.

8. Upon completion of a contract, get students' feedback on the process and their willingness to establish a new one. Do not force the technique to be used. There are other means for individualizing instruction.

ACTIVITY: Centers of Attraction

OBJECTIVE: To give teachers opportunity to design an interest center following a given format

TIME: 60 Minutes

MATERIALS: Tools for Constructing a Learning Center DM/TM IV.B.44
Center Check-Off DM IV.B.45

DIRECTIONS:

1. Workshop leader introduces activity by reviewing levels of thinking as generally addressed in Section IV Adapting Curriculum.

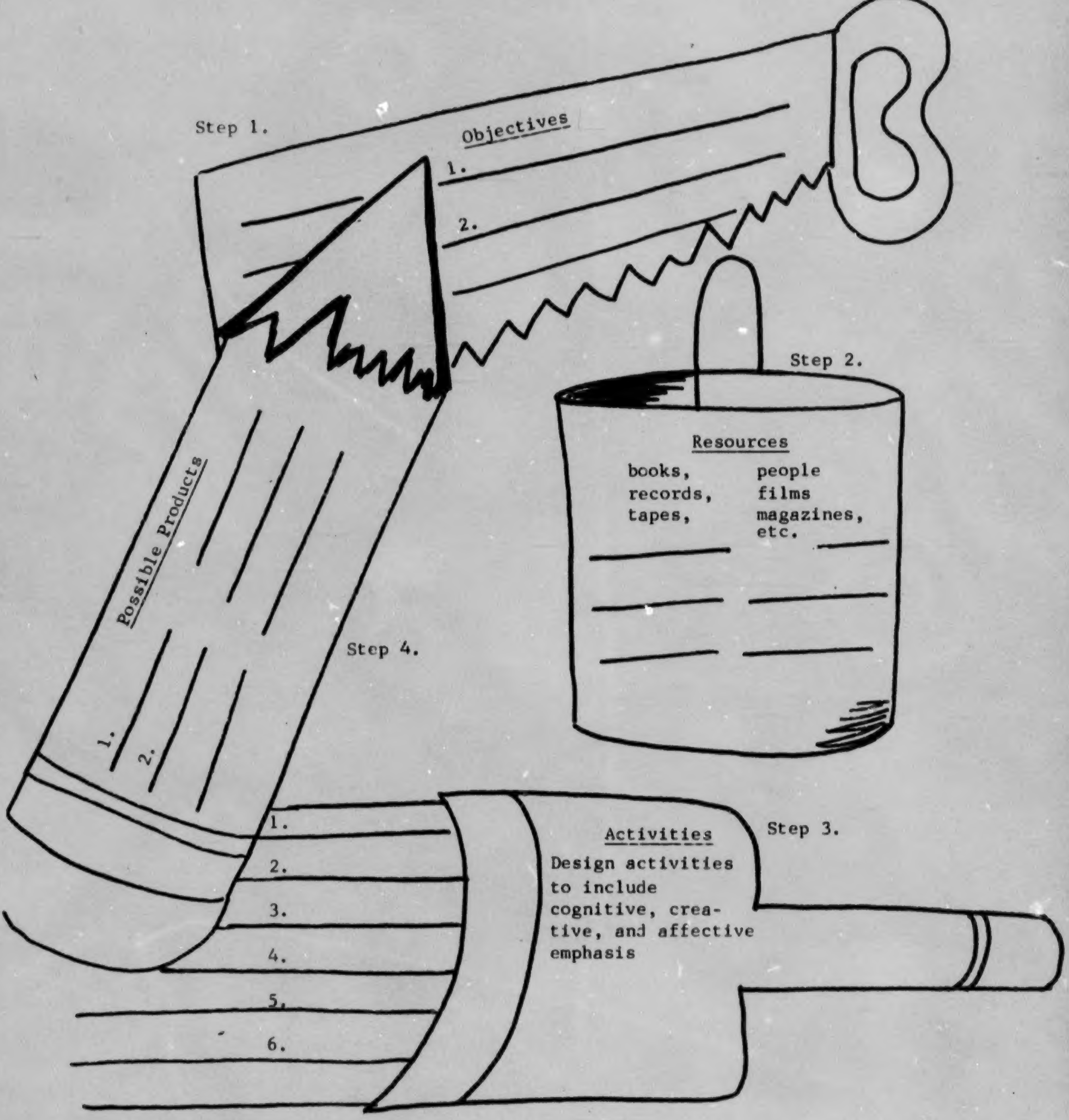
2. Using Tools for Constructing a Learning Center DM/TM IV.B.44, leader requests that participants complete the form individually to develop a learning center.

3. Within small groups, participants should consider the following within the framework of the different levels of thinking previously discussed:

    .objectives
    .resources
    .activities
    .product possibilities

4. Leader distributes Center Check-off DM IV.B.45 and requests that participants evaluate their individual centers based on the information given.

TOOLS FOR CONSTRUCTING A LEARNING CENTER


Step 1.
Objectives
1.
2.
Step 2.
Resources
books,
records,
tapes,
people
films
magazines,
etc.
Step 4.
Possible Products
1.
2.
Step 3.
Activities
Design activities to include cognitive, creative, and affective emphasis
1.
2.
3.
4.
5.
6.

CENTER CHECK-OFF

Does my interest center:	Yes	No
a. introduce new learning		
b. reinforce previous learning		
c. stimulate or extend interest		
d. provide multi-level activities		
e. provide opportunities for self-discovery		
f. make necessary resources and materials available		
g. include guidelines for production		
h. present options for presentation		
i. allow for varied style and pace		
j. include multi-sensory activities		
k. include a record-keeping system		

ACTIVITY: Divergent/Convergent Thinking

OBJECTIVE: To present two models of questioning: open-ended (divergent) and close-ended (convergent)

TIME: 60 Minutes

MATERIALS:
Criteria Divergent TM IV.B.48
Criteria Convergent TM IV.B.49
Questions DM IV.B.50
Response Sheet TM IV.B.51
Answer Sheet DM IV.B.52

DIRECTIONS:

1. Workshop leader discusses with the group the components of open-ended and close-ended questioning.

2. Leader presents a question such as:

   . What changes in American history would have occurred if the Civil War had been fought in 1970 instead of 1860?

3. Leader presents the concept of open-ended or divergent as the type of questions or activities that might result from such a question and reviews the criteria for open-ended on Criteria Divergent TM IV.B.48.

4. Leader suggests that the opposite of open is closed and presents a typical close-ended question such as:

   . How much was paid for Manhattan Island?

5. Leader describes the criteria for convergent (close-ended) by reviewing Criteria Convergent TM IV.B.49.

6. Leader suggests that one way to apply the principles of each is to review a series of questions and determine which might be convergent and which might be divergent.

7. Leader distributes Questions DM IV.B.50 and explains that the participants can mark either C or D next to the question that represents convergent or divergent questions.

8. When the activity is completed, the leader puts up Response Sheet TM IV.B.51 and asks individuals to identify C or D. One person should read off the answers for #1-#4; select other participants for #5-#8, #9-#12, and #13-#16.

9. Individuals may disagree and the leader circles the questions for discussion later.

10. Leader returns to circled questions and with the group identifies the characteristics of divergent and convergent questions and reaches group consensus on the circled questions.

11. Answers are provided on Answer Sheet DM IV.B.52.

CRITERIA FOR
DIVERGENT THINKING
OPEN-ENDED

GOAL IS UNIQUE AND THERE IS A FEELING THAT MORE COULD BE DONE.

PUPIL HAS MORE THAN ONE OPTION AVAILABLE AND ENCOURAGED TO THINK OF OTHERS.

FLEXIBLE DEADLINE OR NO RESTRICTIONS ON RESOURCES.

NO SPECIFIC PROCEDURE.

SELF-EVALUATION NONGRADED.

CRITERIA FOR
CONVERGENT THINKING
CLOSE-ENDED

GOAL ACCURACY.

RESTRICTIONS ON TIME AND RESOURCES.

GRADED.

PUPIL HAS FEW OR NO CHOICES.

CLEARLY DEFINED PROCEDURES.

QUESTIONS

Mark the following sixteen (16) questions about music and history with either a C for convergent (closed) or a D for divergent (open).

_____1. Upon which Shakespearean theme did Leonard Berstein base the musical "West Side Story?"

_____2. How would you describe the music of Claude Debussy?

_____3. What are the four (4) orchestral families of instruments?

_____4. Which modes were used in Gregorian chants?

_____5. What influences did the Beatles have on the music of the 60's?

_____6. Why is the Moldau considered to be program music?

_____7. Which keyboard instruments preceeded the pianoforte?

_____8. Why is the piano a member of the percussion family?

_____9. What is jazz improvisation?

____10. Who composed the "1812 Overture?"

____11. Who was Arthur Fiedler?

____12. What contributions did George Gershwin make to American music?

____13. What affect does the radio have on American popular music?

____14. When was the electric guitar invented?

____15. How did the piano get its name?

____16. How was it possible for Beethoven to compose an entire symphony after he had lost his hearing?

RESPONSE SHEET

______1.

______2.

______3.

______4.

______5.

______6.

______7.

______8.

______9.

______10.

______11.

______12.

______13.

______14.

______15.

______16.

ANSWER SHEET

C 1.

D 2.

C 3.

C 4.

D 5.

D 6.

C 7.

D 8.

D 9.

C 10.

C 11.

D 12.

D 13.

C 14.

C 15.

D 16.

ACTIVITY: Divergent Questioning

OBJECTIVE: To acquire questioning skills that allow for more creative thinking during instructional situations

TIME: 30 Minutes

MATERIALS: Instructional Strategies DM IV.B.54
Teacher Questioning DM IV.B.55

DIRECTIONS:

1. Workshop leader continues with divergent questioning and suggests that it can be useful to increase creative thinking skills during instructional situations.

2. Workshop leader explains the areas to consider in designing divergent questioning strategies. These include:

   I. Flexibility: Example - Create the ideal ______________?
   What if ________________?
   II. Originality: Plan a _________________. (Make something no one has ever thought of.)
   III. Fluency: What are all the different uses of ______________________?
   IV. Association: Describe how a __________ is like a ______________________?

3. Leader distributes Instructional Strategies DM IV.B.54 and has participants create questions for use within their curriculum area or uses the handout to experience these four categories by completing it individually.

4. Leader assigns a particular area for use with a class and the participants bring back a report of the unusual responses provoked by these questions.

5. In addition to the types of questions asked by the teacher, questioning style can also be a technique to increase creative thinking in an instructional setting. Teacher Questioning DM IV.B.55 can be used as a resource during self-assessment following a questioning activity.

Instructional Strategies for Divergent Questioning

I. Flexibility

A. Become ___________. Tell how it feels to be ____________. (Become your favorite building. Tell how it feels to be this building.)

B. Tell how ________ would be viewed by ____________. (Tell how a "modern" building of 1977 would be viewed by a person living in 2077.)

C. Create the ideal _________. (Just suppose we had no private homes in the future. Select one: Create the ideal building for sleeping, eating, playing, resting, or creating).

D. What if _________? (What if all buildings were exactly the same?)

E. Just suppose __________. (Just suppose you only had one building in which to spend the rest of your life. Create this building.)

II. Originality

A. Design ________ which will __________. (Design and create a model town toy - one that could be played with like a "doll house." Be clever. Make your town one that you hope will exist in the year 3000.)

B. Create a new _______ for the _________. (Create a new, unusual restaurant for the year 3000. Be wild! Keep in mind all the "new" foods that will come from the sea.)

C. Plan __________. Make it something no one has ever thought of. (Plan an unusual buildings game. Make it something no one has ever thought of.)

III. Fluency

A. What are all the different uses for ________? (What are all the different uses for the following buildings: house, church, (temple), factory, stores/shopping center, swimming pool, game center?)

B. What are all the different ways one could ______? (What are all the different ways one could alter buildings in order to make them better for the "society" that will exist in the future?)

C. Make a list of all __________ that _______. (Make a list of all the different materials that buildings could be made of.

IV. Association

A. How is a ______ like a _______? (How is a building like a carousel?)

B. I only know about _______. Tell me about ______. (I only know about bicycles. Tell me about buildings.)

C. Describe _______ ________. (Paradox) (Describe small bigness.)

D. Which is _________, a _________ or a ________? (Which is stronger, a church (temple) or a school? Why?)

TEACHER QUESTIONING TECHNIQUES

1. Pausing: Teachers should pause after asking questions in order to allow students to organize their thoughts thereby encouraging more in-depth pupil responses.

2. Handling incorrect responses: Telling pupil his answer is wrong decreases student participation. Avoid this by giving him an opportunity to correct his answer through rephrasing the question.

2. Calling on non-volunteers: Many times students who tend to volunteer in discussions monopolize and do not allow the shy child or non-volunteer an opportunity. Non-volunteers are often the pupils who most need your attention and the experience of responding.

4. Redirection: Redirection is an effective way to increase pupil participation and reduce teacher talk. It is the responsibility of the teacher to frame questions that require more than one correct answer and then to redirect the question in a way that will involve all students in the discussion.

5. Questions requiring higher cognitive process: Teachers typically use too many questions and too few higher order questions in class discussions. Higher cognitive questions increase the quantity of pupil participation and improve the quality of pupil answers.

6. Probing: Probing involves a series of teacher questions addressed to one student and designed to move the student's initial response toward a more adequate answer. The three probing techniques include:

   a. Prompting - a series of hints used to help a pupil who has a weak or an incorrect answer.
   b. Seeking Further Clarification - used when the teacher wants to extend a partially acceptable answer.
   c. Refocusing - used to request the pupil to relate a completely acceptable answer to another topic.

ACTIVITY: Introduction to Williams

OBJECTIVE: To introduce participants to Williams' Model through lecture and involvement in applying the model to classroom instruction

TIME: 90 Minutes

MATERIALS: Williams' Model DM/TM IV.B.57
Dimensions DM IV.B.58-DM IV.B.61
Curriculum Development TM IV.B.62
TM IV.B.63

DIRECTIONS:

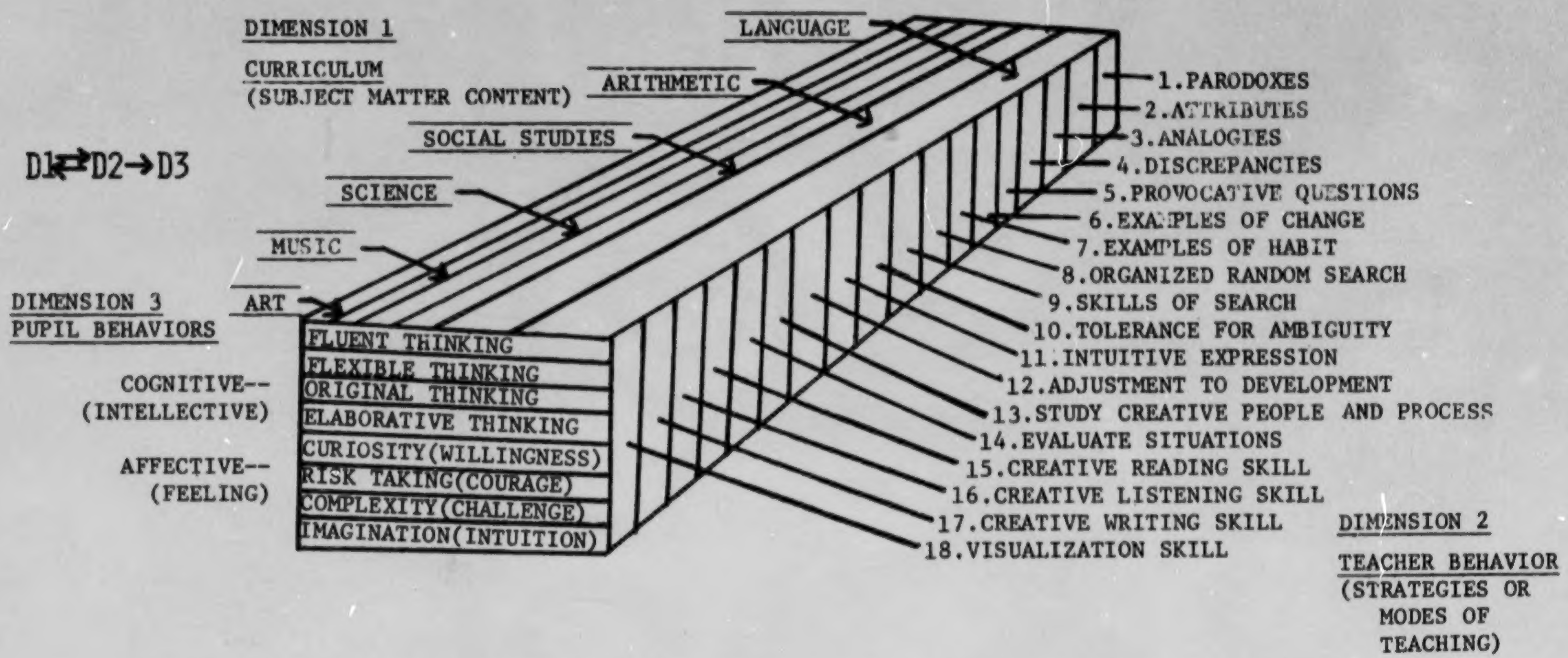
1. Workshop leader divides participants into groups of 5-6.
2. Workshop leader displays Williams' Model DM/TM IV.B.57 and provides participants with an overview of the model. Leader may want to refer to resources listed at the end of this activity.
3. Workshop leader distributes Williams' Model DM/TM IV.B.57 and Dimensions DM IV.B.58-DM IV.B.61 to participants as resources.
4. Displaying Curriculum Development TM IV.B.62 and TM IV.B.63 leader provides examples of applying Williams' Model to adapt curriculum.
5. Leader instructs participants to select a subject area and a strategy from Williams' Model to develop an activity for use with one of their students.
6. Upon completion, participants share their activity with others in their small group.
7. Leader conducts large group feedback discussion application of Williams' Model to curriculum.

OPTION:

. Leader may choose to copy participants' activities and distribute at the following session.

. Leader may wish to make transparencies of selected participants' work as a review for the following session.

A MODEL FOR IMPLEMENTING COGNITIVE-AFFECTIVE BEHAVIORS IN THE CLASSROOM


DIMENSION 1
CURRICULUM
(SUBJECT MATTER CONTENT)
D1⇄D2→D3
LANGUAGE
ARITHMETIC
SOCIAL STUDIES
SCIENCE
MUSIC
ART
DIMENSION 3
PUPIL BEHAVIORS
COGNITIVE--
(INTELLECTIVE)
AFFECTIVE--
(FEELING)
FLUENT THINKING
FLEXIBLE THINKING
ORIGINAL THINKING
ELABORATIVE THINKING
CURIOSITY(WILLINGNESS)
RISK TAKING(COURAGE)
COMPLEXITY(CHALLENGE)
IMAGINATION(INTUITION)
1. PARODOXES
2. ATTRIBUTES
3. ANALOGIES
4. DISCREPANCIES
5. PROVOCATIVE QUESTIONS
6. EXAMPLES OF CHANGE
7. EXAMPLES OF HABIT
8. ORGANIZED RANDOM SEARCH
9. SKILLS OF SEARCH
10. TOLERANCE FOR AMBIGUITY
11. INTUITIVE EXPRESSION
12. ADJUSTMENT TO DEVELOPMENT
13. STUDY CREATIVE PEOPLE AND PROCESS
14. EVALUATE SITUATIONS
15. CREATIVE READING SKILL
16. CREATIVE LISTENING SKILL
17. CREATIVE WRITING SKILL
18. VISUALIZATION SKILL
DIMENSION 2
TEACHER BEHAVIOR
(STRATEGIES OR
MODES OF
TEACHING)

From Frank E. Williams. Classroom Ideas for Encouraging Thinking and Feeling. Buffalo, NY: D.O.K. Publishers, Inc., 1970. Used with permission.

DIMENSION 1

CURRICULUM
(SUBJECT MATTER CONTENT)

LANGUAGE

ARITHMETIC

SOCIAL STUDIES

SCIENCE

MUSIC

ART

From Frank E. Williams. Classroom Ideas for Encouraging Thinking and Feeling. Buffalo, NY: D.O.K. Publishers, Inc., 1970. Used with permission.

DIMENSION 2

TEACHER BEHAVIORS
(STRATEGIES)

NO. 1 - PARADOXES	Common notion not necessarily true in fact Self-contradictory statement or observation
NO. 2 - ATTRIBUTES	Inherent properties Conventional symbols or identities Ascribing qualities
NO. 3 - ANALOGIES	Situations of likeness Similarities between things Comparing one thing to another
NO. 4 - DISCREPANCIES	Gaps of limitations in knowledge Missing links in information What is not known
NO. 5 - PROVOCATIVE QUESTIONS	Inquiry to bring forth meaning Incite knowledge exploration Summons to discovering new knowledge
NO. 6 - EXAMPLES OF CHANGE	Demonstrate the dynamics of things Provide opportunities for making alterations, modifications, or substitutions
NO. 7 - EXAMPLES OF HABIT	Effects of habit-bound thinking Building sensitivity against rigidity in ideas and well-tried ways
NO. 8 - ORGANIZED RANDOM SEARCH	Using a familiar structure to go at random to build another structure An example from which new approaches occur at random
NO. 9 - SKILLS OF SEARCH	Search for ways something has been done before (historical search) Search for the current status of something (descriptive search) Set up an experimental situation and search for what happens (experimental research)
NO.10 - TOLERANCE FOR AMBIGUITY	Provide situations which puzzle, intrigue, or challenge thinking Pose open-ended situations which do not force closure
NO.11 - INTUITIVE EXPRESSION	Feeling about things through all the senses Skill of expressing emotion Be sensitive to inward hunches or nudges

NO.12 - ADJUSTMENT TO DEVELOPMENT	Learn from mistakes or failures Develop from rather than adjust to something Developing many options or possibilities
NO.13 - STUDY CREATIVE PEOPLE AND PROCESS	Analyze traits of eminently creative people Study processes which lead to problem-solving, invention, incubation, and insight
NO.14 - EVALUATE SITUATIONS	Deciding upon possibilities by their consequences and implications Check or verify ideas and guesses against the facts
NO.15 - CREATIVE READING SKILL	Develop a mind-set for using information that is read Learning the skill of generating ideas by reading
NO.16 - CREATIVE LISTENING SKILL	Learning the skill of generating ideas by listening Listen for information allowing one thing to lead to another
NO.17 - CREATIVE WRITING SKILL	Learning the skill of communicating ideas in writing Learning the skill of generating ideas through writing
NO.18 - VISUALIZATION SKILL	Express ideas in visual forms Illustrating thoughts and feelings Describing experiences through illustrations

From Frank E. Williams. Classroom Ideas for Encouraging Thinking and Feeling. Buffalo, NY: D.O.K. Publishers, Inc., 1970. Used with permission.

DIMENSION 3

PUPIL BEHAVIORS

COGNITIVE - INTELLECTIVE

FLUENT THINKING To think of the most--	Generation of a quantity Flow of thought Number of relevant responses
FLEXIBLE THINKING To take different approaches--	Variety of kinds of ideas Ability to shift categories Detours in direction of thought
ORIGINAL THINKING To think in novel or unique ways--	Unusual responses Clever ideas Production away from the obvious
ELABORATIVE THINKING To add on to--	Embellish upon an idea Embroider upon a simple idea or response to make it more elegant Stretch or expand upon things or ideas

---

AFFECTIVE - FEELING

RISK TAKING To have courage to--	Expose oneself to failure or criticisms Take a guess Function under conditions devoid of structure Defend own ideas
COMPLEXITY To be challenged to--	Seek many alternatives See gaps between how things are and how they could be Bring order out of chaos Delve into intricate problems or ideas
CURIOSITY To be willing to--	Be inquisitive and wonder Toy with an idea Be open to puzzling situations Ponder the mystery of things To follow a particular hunch just to see what will happen
IMAGINATION To have the power to--	Visualize and build mental images Dream about things that have never happened Feel intuitively Reach beyond sensual or real boundaries

From Frank E. Williams. Classroom Ideas for Encouraging Thinking and Feeling. Buffalo, NY: D.O.K. Publishers, Inc., 1970. Used with permission.

USING WILLIAMS' MODEL FOR CURRICULUM DEVELOPMENT

OBJECTIVE:	TO ENCOURAGE FLEXIBLE THINKING AND COMPLEXITY
SUBJECT:	SOCIAL STUDIES
STRATEGIES:	PARADOX, SKILLS OF SEARCH, AND EVALUATION OF SITUATIONS

ELI WHITNEY, THE INVENTOR, CONTRIBUTED TO BOTH HALVES OF THE COUNTRY DURING THE CIVIL WAR PERIOD. ASK THE STUDENTS WHICH HALF PROFITED THE MOST BY HIS INVENTIONS. SEND STUDENTS OFF TO GET BIOGRAPHIES, HISTORIES OF THE CIVIL WAR, HISTORIES OF INVENTIONS. THEN ASK THE STUDENTS TO FIND SOME INVENTION OF THE PRESENT WHICH IS USED BOTH IN A POSITIVE AND NEGATIVE WAY.

Adapted from Frank E. Williams. Classroom Ideas for Encouraging Thinking and Feeling. Buffalo, NY: D.O.K. Publishers, Inc., 1970. Used with permission.

Adapted by the Connecticut State Department of Education. Conn-Cept XI: A Multi-dimensional In-service Guidebook for Professional Personnel in Gifted and Talented. Hartford: Connecticut State Department of Education. 1980.

USING WILLIAMS' MODEL (CONTINUED)

OBJECTIVE: TO ENCOURAGE CURIOSITY AND ORIGINAL THINKING

SUBJECT: LANGUAGE ARTS AND ART

STRATEGIES: STUDY OF CREATIVE PEOPLE, EVALUATING SITUATIONS: CREATIVE WRITING SKILL

HAVE STUDENTS FIND EXAMPLES OF ARTIST'S SKETCH BOOKS AND WRITER'S JOURNALS OR NOTEBOOKS. HAVE STUDENTS READ OR INTERVIEW ARTISTS AND WRITERS ABOUT THE PROCESS THEY USE IN WRITING AND KEEPING JOURNALS AND NOTEBOOKS. DISCUSS AND EVALUATE IN CLASS THE ADVANTAGES AND PROBLEMS. THEN HAVE STUDENTS PLAN A PERIOD OF TIME OVER WHICH THEY WILL KEEP A JOURNAL OR SKETCHBOOK OR NOTEBOOK. AT THE END OF THE TIME PERIOD HAVE STUDENTS SHARE THEIR FEELINGS ABOUT THE ACTIVITY.

From Connecticut State Department of Education. Conn-Cept XI: A Multidimensional In-service Guidebook for Professional Personnel in Gifted and Talented. Hartford: Connecticut State Department of Education, 1980. Produced under a grant from the Bureau of Education for the Handicapped, Office of Gifted and Talented, U.S. Department of Education.

ACTIVITY: Creative Thinking/Critiquing

OBJECTIVE: To give participants an opportunity for hands-on experience in creative thinking and decision making

To allow participants to critique their own work and have their work critiqued by others

TIME: 90 Minutes

MATERIALS:
Blank Paper
Pencils
Newsprint
Markers

DIRECTIONS: NOTE TO TRAINER:

Be sure to allow enough time for participants to follow your directions. Allow for adequate pauses between each step of the directions and tell participants how much time they will have for each part of the activity (as indicated in the directions).

The workshop leader's enthusiasm and responsiveness are important. Allow for a "creative atmosphere" and put no unnecessary restraints on participants' imagination or expression.

1. Leader tells participants the following: (35 minutes)

    - Take any two objects from your pocket or purse.
    - Place the objects on the table in front of you.
    - Imagine what unique product(s) could be created using only these two objects.
    - Decide what your new product will be and use the two objects to create it.
        - No wire, glue, tape, etc. is allowed.
    - When you have put together your new product, think of a label that would best describe it.
        - You may make up a new word (or words) for the label.
    - Now look at your product, think about its function and about the label you have given it.
        - What are strengths and weaknesses of your product? of its label?

2. (5-10) minutes) Leader hands out blank paper and pencils and asks participants to individually list these strengths and weaknesses.

3. (30 minutes) Leader asks participants to form small groups of 3-4 persons.

4. Leader distributes newsprint and markers to each group and gives the following directions:

   - Take turns describing your product and the label you have given it.
   - Do not share with the group your individual determination of your product's strengths and weaknesses.
   - Then focus, as a group, on one product at a time.
     - What does the group think are the "pros" and "cons" (strengths and weaknesses) of each product?
     - BE HONEST BUT NOT PERSONAL (FOCUS ON THE PRODUCT, NOT THE PERSON WHO MADE IT).
   - After each product is critiqued, the group formulates and writes on newsprint some "Rules for Critiquing" another person's work.

5. (30 minutes) Leader conducts feedback:

   a. Questions regarding the first (individual) part of the activity:

      - What individual decisions did you need to make while creating your product?
        - What was the first decision you made?
      - Did you have enough time to "create"?
      - How does the "label" fit your "product"?
        - What does it say about the product?
        - Did you make up a word for your "label"?
      - What are the strengths/weaknesses of your product?
        - How could it be improved?

   b. Questions regarding the second (small group) part of the activity:

      - How did the group react to your product?
      - Did the group change your product's label?
        - What was your reaction to their critique?
      - What "Rules for Critiquing" did your group develop as a result of this activity?
      - After the "critique" did you feel like changing your product in any way?

   c. Questions regarding implications of this activity for students:

      - How would you adapt this activity for students?
        - Would you ever do the activity on an abstract level (e.g., students imagine and label a product)?
      - How do children react when asked to critique their own work?
      - How do children respond to peer critiquing of their work?

ACTIVITY: DOVE

OBJECTIVE: To introduce regular educators to the brainstorming technique as a strategy for facilitating creative thinking

TIME: 60 Minutes

MATERIALS:
Bells
DOVE DM/TM IV.B.67
Facilitator Guide DM IV.B.68
Criteria DM/TM IV.B.69
Brainstorming DM IV.B.70
Newsprint
Markers

DIRECTIONS:

1. Leader divides participants into small groups supplying each with a bell, newsprint, and markers.

2. Leader explains that each small group will be involved in a brainstorm situation. Using DOVE DM/TM IV.B.67, leader explains the rules for brainstorming. Leader distributes DOVE DM/TM IV.B.67 to each participant.

3. Leader selects one participant from each small group to serve as facilitator and distributes Facilitator Guide DM IV.B.68.

4. Leader instructs facilitators to read the directions and begin the brainstorm session with their small group.

5. When all groups have finished, leader instructs the large group that they will be establishing a criteria for evaluating each idea and developing a final list of solutions to the problem.

6. Leader displays and reviews Criteria DM/TM IV.B.69, explaining that this is a suggested criteria which they can expand upon.

7. Leader instructs facilitators to:

   . maintain a list of additional standards established by the participants in their small groups

   . chart on newsprint the group's final list of solutions.

8. When all groups have finished, leader conducts feedback:

   . allowing participants to share their feelings about the brainstorming technique and how ideas came about.

9. Leader distributes Brainstorming DM IV.B.70 to each participant for use with their class.

DOVE

RULES FOR BRAINSTORMING

D - Defer judgment

O - Offbeat ideas

V - Vast numbers of ideas

E - Expand or piggyback off
other's ideas

Facilitator
Guide

- Review the rules for brainstorming with your small group.

- Explain that you will pose a question and they will brainstorm possible solutions, using the rules for brainstorming.

- Instruct participants to ring the bell if any person breaks one of the rules, state the name of the person and which rule was broken. (Facilitator should then continue the brainstorming.)

- Explain that you will be charting their suggestions on newsprint as they are provided.

- Begin by posing the following question:

  "How could this course be improved?"

- Allow the group to respond until they feel they've run out of ideas. Then ask them to keep going for an additional 3-5 minutes. (Research indicates most of the best ideas come at the end.)

CRITERIA

Does the idea actually solve the problem--or does it create new ones?

Is it possible to use it either now or in the near future?

Is it practical?

Are human beings really able to handle it?

BRAINSTORMING

Purpose

- To create a vast number of ideas which lead to more quality in those ideas
- To open people up to sharing ideas without criticism
- To enable members of the group to build on each other's ideas

Procedure

1, State a definite problem (simple and specific).

2. State the rules for brainstorming:

    D - defer judgment, no criticism

    O - offbeat ideas

    V - vast number of ideas, as many as possible

    E - expand or build on the ideas of others

3. Restate the problem and chart solutions as students respond.

4. When students have finished, ask them to continue for 10 more minutes. (Research indicates that the best ideas come at the end.)

5. Comment on the amount and variety of responses.

6. Evaluate each idea using standards established by the pupils.

7. Maintain a list of acceptable ideas.

8. Have each student select an idea and develop it on his own by:
    - making a model of the idea
    - writing an explanation of his/her application of the idea
    - creating an "invention" by combining the ideas listed.

ACTIVITY: SES Synectics: Applying Metaphors to Learning

OBJECTIVE: To introduce regular educators to a teaching strategy which will develop problem solving skills in the students.

TIME: 15 Minutes

MATERIALS: Narrative Notes IV.B.72
Handouts: Applying Metaphors to Science DM IV.B.73-76
Applying Metaphors to Social Studies DM IV.B.77-78

DIRECTIONS:

1. Workshop leader provides an introduction to the concept of SES synectics using Narrative Notes.

2. Workshop leader asks participants questions selected from the following list and records group responses on newsprint.

3. - What animal are you like? Why?

   - Which is heavier - a highway or a clap of thunder?

   - Which takes up more space - a sob or a hiccup?

4. Workshop leader conducts a group feedback session discussing with participants how this "metaphoric" process can be applied to academic subjects.

5. Workshop leader distributes copies of "Applying Metaphors to Science" and "Applying Metaphors to Social Studies" to participants as an example of how synectics can be incorporated in social studies and science.

NARRATIVE NOTES

SYNECTICS: APPLYING METAPHORS TO LEARNING

Research on creativity shows that the most important element in the creative process is making the familiar strange, in other words, in achieving new perceptions of old phenomena. Synectics is a way of accomplishing this. In his book, The Metaphorical Way of Learning and Knowing, W. J. J. Gordon describes how metaphors can be developed to connect students with experiences in new ways. The discussion below and the exercises on the following pages are taken from that book.

> Creative perception depends on making metaphors that are necessary and sufficient connective conditions between known and unknown, and between known and known. Learning in art and science is simply an extension of creative perception. Invention in art and science is an extension of learning. The process of invention and discovery is one of testing daydreams. . . .
>
> Observations of people learning (from sophisticated scientists to underprivileged students) strongly suggest that learning (or discovery) is closely related to creativity. The Synectics hypothesis about creative thought applies directly to learning.
>
> 1. Learning efficiency in people can be increased markedly if they understand the psychological processes by which they operate.
> 2. In the learning process, the emotional component is as important as the intellectual, the non-rational as important as the rational.
> 3. These emotional and non-rational elements can and must be engaged in order to increase the probability of successful learning.

From W. J. J. Gordon. The Metaphorical Way of Learning and Knowing: Applying Synectics to Sensitivity and Learning Situations. 121 Brattle St., Cambridge, Mass.: Synectics Education Systems, 1971. Used with permission.

APPLYING METAPHORS TO SCIENCE

Applying the metaphorical technique to teaching science embraces the following purposes: 1) to increase the depth of students' understanding - they develop an intuitive, guts understanding of facts they already know; 2) to use metaphors to link areas of substantive knowledge - they use facts which they already know as a springboard for making hypotheses about phenomena which are new to them. The metaphorical "discovery" process depends on the student's everyday, non-academic experience. Students use metaphorical connections as leverage for revealing the basic laws of science. Furthermore, these techniques place great emphasis on hypothesis formation before the student performs an experiment. . . .

"Caring" is implicit when a student is asked to BE THE THING, because his personality and feelings are being honored. The student responses in the following sample are not so earth-shakingly poetic. Nor do they reveal a genius with an important addition to the basic laws of science. However, they do exhibit an elementary grasp of the process of hypothesis formation.

AS TOUGH AS WATER - Part I

BE THE THING. Imagine that you are a great rock. You are afraid of nothing. You are so strong that the wind and rain can't even scratch you, although during thousands of years they have worn away lesser rocks. However, one day, toward winter, a harmless drop of water trickles its way deep into one of the cracks with which you were born. Having withstood the onslaught of floods and hurricanes through the ages, what is your attitude toward this tiny drop of water? Oh, you tickle! You can't hurt me though, I'm much stronger than you. You can stay there if you don't tickle me anymore. It might be nice to have company. Are you sure I won't hurt you?

From what you just wrote, pick the ONE word that compresses all your feelings toward the drop of water. Write it here: strength.

That night the temperature falls below 32 degrees. The drop of water freezes. In freezing, it expands and hurts you. Nothing before in your life has been able to even mark you. How do you feel as the drop of water expands and cracks you in two?

Write a story about the tiny drop of water defeating you, a great rock. Stop it! You're much bigger than you were. You're growing inside me! You can't do that. Stop growing or I'll kill you. Oh! Help I'm being ruined. I can survive if I can only move so the water can trickle out. All my friends are going to hate me and think I'm weak and I'm not. I'm cracking up. I can't stand it! I'm defeated!

Review your story about the drop of water splitting you and pick the ONE most compressed descriptive word. Write it here: Defeated

Now make a Compressed Conflict phrase. Put together the opposing reactions of the rock. Your two-word phrase should contain the essence of the double aspect of the rock's relationship to the drop of water.

Defeated strength

mighty mouse

Circle the phrase you like best.

AS TOUGH AS WATER - PART II

BE THE THING. Put your self in the place of the tiny drop of water hidden deep inside the great rock. What is your reaction to your giant rocky host? I'll show all those other drops of water. You think I can't hurt you, huh. Well I can. I can't control myself when I freeze. Someday I may have to show you how I can defeat a rock. I'll show the others who have been trying for years to crack you.

Read over what you just wrote and look out for the ONE word that most clearly compresses the thoughts you tried to express. Write it here: happiness

How do you feel as you freeze and grow enough to crack the rock from inside. You are just a tiny drop of water. As rain, you might make a little drink for a very young blade of grass. But look at you now! You're a rock splitter! On the following lines BE THE THING. From inside the drop of water, describe how you change from a harmless drop to a rock splitter! Oh Now, I'm freezing! I always get bigger when I freeze. Ooh, I'm ge-getting c-cold! I'm h-hardening into i-ice. All the other drops of water are being defeated by blades of grass, and I'm defeating a huge rock. I'm getting a rock! I'm the king!

You have just changed from water to ice and have split the rock. Compress your description into ONE word that is the heart of your description. Write it here: freeze

Make a Compressed Conflict phrase by putting together the two words that tell about the two opposing points of view of the drop of water.

freezing happiness

Does your two-word phrase really get to the heart of the two sides of the character of the drop of water? If not, experiment with other words from your description till you produce a compressed conflict that satisfies you.

freezing happiness

AS TOUGH AS WATER - Part III

This part of the exercise is very tricky. You must work carefully. It's not so difficult - just tricky. The purpose is to produce a two-word phrase that sums up the total situation involving the great rock and the drop of water. Previously you made a Compressed Conflict phrase that described two characteristics of the water drop. Now you'll be putting together both of your Compressed Conflict phrases. If you need an aspirin, ask the school nurse before you go on. If she wants to know what's the matter with you, tell her you have a Compressed Conflict.

The first thing to do is write your "rock" two-word phrase here: defeated strength

Now write your "drop" two-word phrase here:
freezing happiness

And now begin to juggle! Choose a "rock" word and put it into a two-word phrase with a "drop word." If you don't like it, try a different word. Keep juggling till you make a phrase that sums up the whole situation to your satisfaction.

freezing strength

happy defeat

defeated happiness

strong happiness

Circle your final choice.

The preceding exercise shows how Personal Analogy can bring students into an intimate empathy for even the hard, cold facts of science. In the erosion example the student used his emotional, feeling self to soften the facts and put them into the context of his own personality. Thus, the material tells the student that his feelings are important, that they are really worth something and therefore that he's worth something. . . .

A certain constructive behavior spins off from students developing the conviction that they are indeed the key to their learning growth. Students who had previously taken their commonplace world for granted begin to take another look at it. For instance, they might have walked right by a spider and his web. Now they behave quite differently. They visit with the spider for a while, observing the web-making process. They are no longer passively dependent on the substantive exposition of an expert. They can make their own observations, which become usefully connected by applying the metaphorical habit. They show signs of increased speculation about the "whys" of stones, plants, explosions, and phenomena in general. Healthy dissatisfaction with their lack of knowledge begins to inhabit them - a dissatisfaction that can grow into the mature attitude of incessant curiosity underlying the performances of so many great contributors to art and science.

From W. J. J. Gordon. The Metaphorical Way of Learning and Knowing: Applying Synectics to Sensitivity and Learning Situations. 121 Brattle St., Cambridge, Mass.: Synectics Education Systems, 1971. Used with permission.

APPLYING METAPHORS TO SOCIAL STUDIES

Basic learning skills are taught implicitly by the metaphorical technique. In general, an exercise for Making the Strange Familiar (to learn substantive information) presents substantive information first. Then the student is asked to make connections between the substantive material and a supplied, relevant metaphor. Finally, the student is asked to develop his own metaphor and show its connection with the substantive material. The following shows how teaching skills are integrated into a typical social studies exercise. In this exercise, the student's first task is to read a short, factual paragraph.

ARE YOU A DEMOCRACY?

Democracy is a form of government that is based on the highest possible respect for the individual. All individuals have equal rights, protected by law. Since each person has a vote, when the people so desire they can change the law to protect themselves further. The role of education in a democracy is critically important because the right to vote carries with it the responsibility to understand issues. An uneducated voting public could be led by a power-hungry political group into voting away its right to freedom. Thus, democracy puts all its faith in the people, in all the people. Democracy's respect for the individual is expressed in the right of individuals to own property such as industries, the purpose of which is to make a profit in competition with others.

List the connections you see between the description of democracy and the human body. Certain elements of the human body are written in the left-hand column. In the right-hand column jot down the elements in the paragraph on democracy that you think are parallel.

BODY	DEMOCRACY
each cell	each individual
muscles	education
brain	law
body as whole	democratic country
disease	loss of freedom

The parallel listing above teaches a variety of skills. The search for elements in the democracy paragraph to compare with the elements of the body analogue offers the student a conceptual tool for recall. The process of connection-making teaches analysis in very elementary and human terms. The choice of analogue elements is designed to contain particulars and generalities: "cell" and "muscles" are particulars; "body as whole" and "disease" are generalities. Learning how to abstract is implicit in the mental process, for instance, of squeezing the essence of the word "disease" so that it produces the analogical correlation, "loss of freedom."

After the student has filled in his connection list, he is instructed to:

> Write a short paragraph showing your analogical connections. Be sure to point out where you think the body analogue fits and where it doesn't. Each body cell is an individual. It may not look like it to the naked eye, but that's how it looks under a microscope. The muscles are education because they must be taught (except for automatic things such as blinking and digestion and there may even be teaching here that we don't know about) to do certain acts; walking, games, knitting, etc. The brain is the law. If I do something wrong my mind tells me and my brain is in my mind. The body as a whole is democratic because it depends on the health of all the cells. When there is disease the body loses freedom and a power-hungry disease takes over. The body dies when the disease takes over all the cells.
>
> Non-fit. In democracy the people control the government by voting, and they can always repair bad laws. You can't always repair a body that is growing older . . . it will finally die.

The process of producing such a simple paragraph is an exercise in writing. This skill is taught by offering the student a simple comparison by which to give form and direction to his thoughts. . . . In general, the metaphorical way is a powerful motivator. It is a fundamental organizer that breaks down the walls of substantive material and lets in the student.

From W. J. J. Gordon. The Metaphorical Way of Learning and Knowing: Applying Synectics to Sensitivity and Learning Situations. 121 Brattle St., Cambridge, Mass.: Synectics Education Systems, 1971. Used with permission.

ACTIVITY: Creative Problem Solving (C.P.S.)

OBJECTIVE: To introduce regular educators to Creative Problem Solving by working through the process with an individual problem

TIME: 60 Minutes

MATERIALS:
Creative Problem Solving TM IV.B.80
Outline Format DM IV.B.81
Handouts: Example of Teacher Use DMIV.B.82
  Illustration of C.P.S. DM IV.B.83-DM IV.B.84
  C.P.S. Process DMIV.B.85
  Idea Finding DMIV.B.86
  Teacher Strategies DMIV.B.87

DIRECTIONS:

1. Workshop leader introduces activity by stating that participants will be involved in working through the C.P.S. process.

2. Workshop leader displays Creative Problem Solving TMIV.B.82 and briefly describes the C.P.S. process. Leader should refer to resources section of manual.

3. Workshop leader distributes Outline Format DMIV.B.81 and requests participants to work through the outline.

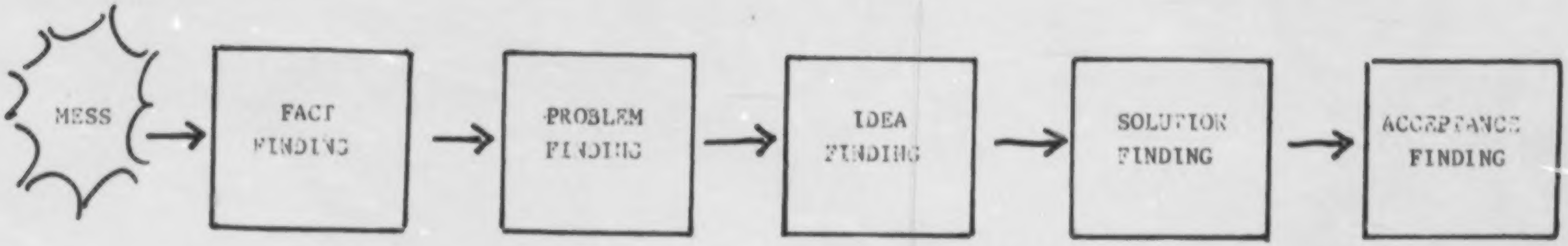
4. Workshop leader conducts feedback session discussing responses among participants.

5. Workshop leader distributes handouts and discusses application of the process to classroom activities.

OPTION:

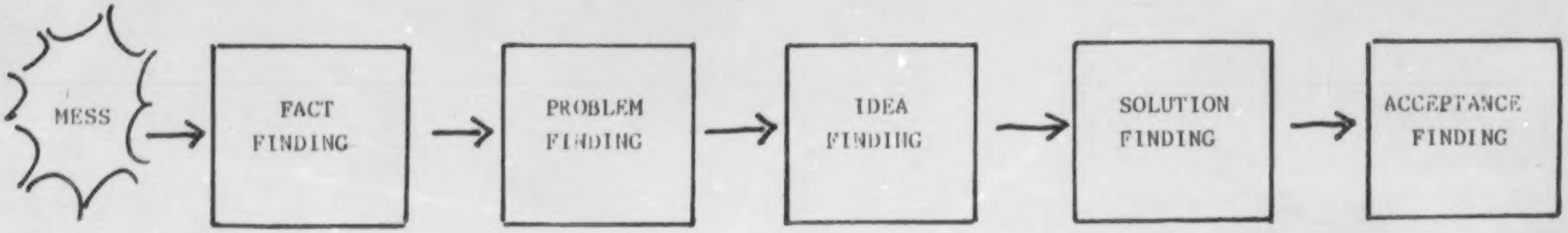
Participants are provided Outline Format DM IV.B.81 and are requested to do activity with selected students in their class. Results then could be shared at a follow-up meeting.

CREATIVE PROBLEM SOLVING


MESS
FACT FINDING
PROBLEM FINDING
IDEA FINDING
SOLUTION FINDING
ACCEPTANCE FINDING

TM IV.B.80

CREATIVE PROBLEM SOLVING


MESS
FACT FINDING
PROBLEM FINDING
IDEA FINDING
SOLUTION FINDING
ACCEPTANCE FINDING

SAMPLE: Not enough time for school work.	Where does time run out? Do I forget things?	How can I reorganize my day to get more time?	Get up earlier. Cut out breaks. Keep a date book.	Get a date book to use in planning time.	Keep a daily log for one week. Check places time is lost.

DM IV.B.81

EXAMPLE OF TEACHER USE

Grade 1
Green Feet
Primer, Economy Keys

I. Talent Area to be Taught

Creative Problem Solving

II. Reading Skill to be Reinforced

Main Idea

III. Materials Needed

Chalk

IV. Presentation

A. Motivation

1. Review creative problem solving process.
2. Read the story. "In the story, how did Ann try to make friends with Jan?" (Allow for response.) "Have you ever tried to make a friend? Friends are fun to have. The problem is: How do you make them?"

B. Teacher Talk

"We could use creative problem solving. Who can tell us what the problem is?" (Allow response.) "First, we need to do some fact finding. What are all the questions we could ask about making friends? Use the helper words: who, how, what, where, when, and why to start your questions." (Allow response.) "Next, we need to do problem finding. Is making friends the real problem? Our problem is: In what ways might we...? What do we want to do? What is our problem?" (Allow for responses.) "Which problem statement is the best?" (Allow responses.) "Next, we do idea finding. What are some possible solutions for our problem? Be creative. Listen to other ideas. You may get an idea from someone else's idea." (Record responses on the board.) "Now we have several alternatives. The next step is solution finding. We need to list some things to consider when we make a decision. What are these criteria? (Allow responses, write the responses at the top of the board to make a grid.) "We will now check each of our alternatives against the criteria. If the alternative meets a criterion we will put a check in that column. The alternative with the most checks will be our decision." (Check each alternative against the criteria, count checks.) "Now we have made a decision; we need some ideas about how to make the decision or solution work. This is the last step called acceptance finding."

C. Student Response

The student participates in finding facts, problems, ideas, solutions and acceptance for the solution.

D. Reinforcement

Give students who participate in each part of problem solving positive feedback.

From REACH TO READ, Mount View School District #621, Pike Lake Minnesota, 1975. In *Resource Manual: SAGE Teacher Education Program*. Boise, Idaho: The Idaho State Department of Education, 1980.

Illustration of Creative Problem Solving Thought Process on a Very Minor Problem

1. The "mess"

A baby fell through the bottom of a bed as a result of several good jumping exercises on the mattress. The slats did not break, but the nails in the slat supports gave, pulling out of the frame.

2. Fact Finding

Some of the facts considered:

a. I have appropriate tools and lumber.
b. I am only interested in making the crib last a few months longer (baby will be in another bed by then).
c. Frame of mattress support has already fallen apart several times (nails have pulled out each time, weakening their hold on the frame).
d. The frame is split in several places as a result of repeated nailing.
e. Baby is very active - enjoys bouncing, etc.

Other data needed:

No further fact finding felt necessary. (Can you think of any facts needed?)

3. Problem Finding

First statement of problem: How to nail up the frame support again. (Note: This restricts thinking to the nailing process.)

Restatement and broadening of problem: How to prevent baby from falling through the bottom of the bed again.

Some subproblems considered:

a. How to stop baby from jumping
b. How to support the mattress effectively
c. How to strengthen the frame under the mattress
d. How to lessen the weight or impact on the frame
e. How to lessen the distance of the fall in case of breakage

Subproblem chosen:

"What ways can the frame be strengthened" was selected as the approach for creative attack. (No further information was felt necessary before ideation.)

4. Idea Finding

Some of the ideas conceived on "ways to strengthen frame" were:

a. nails
b. clamps
c. glue
d. screws
e. rope or string

5. Solution Finding

Evaluation criteria developed:

a. Must have effective holding power
b. Must allow for speedy completion of job
c. Must utilize materials which are available
d. Must not be too costly
e. Must last long enough so no new repairs will be necessary

Evaluation and Action

Idea of screws selected and utilized

6. Acceptance Finding

Since the person was trying to solve a personal problem himself, it was not necessary for him to prepare a plan to "sell" the idea. If he were trying to help someone else solve this problem, he would have to develop a "plan of action" in order to show the merits of the solution to the problem.

From *Resource Manual: SAGE Teacher Education Program*. Boise, Idaho: The Idaho State Department of Education, 1980.

CREATIVE PROBLEM SOLVING PROCESS

THE MESS

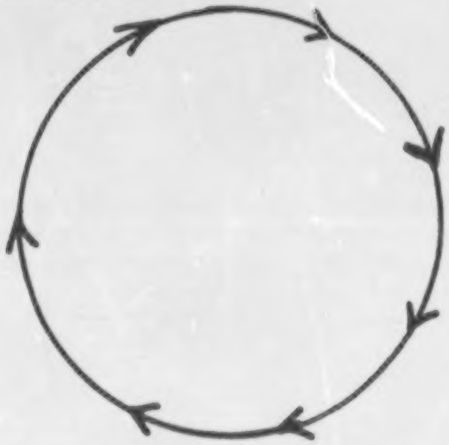
ACCEPTANCE FINDING

FACT FINDING

WHO?
WHAT?
WHEN?
WHERE?
WHY?
WHAT DO I KNOW?

WHAT DO I NEED
TO KNOW?

WHAT DO MY SENSES
TELL ME?



SOLUTION FINDING

WHAT ARE THE CRITERIA
THIS IDEA WILL BE
JUDGED UPON?

PROBLEM FINDING

WHY?
WHAT IS BROADEST
STATEMENT?

IN WHAT WAYS
MIGHT I...?

IDEA FINDING

Based on Sidney Parnes' CREATIVE PROBLEM SOLVING PROCESS.
From Conn-Cept XI, Connecticut State Department of Education.
Prepared under grant from Bureau of Education for the Handicapped, 1980.

IDEA FINDING: WAYS OF COMING UP WITH NEW IDEAS

1. Brainstorming:
   - a. seek quantity of ideas
   - b. no criticism is accepted at this point--defer judgment
   - c. free-wheeling is desirable--crazy ideas may lead to something valuable
   - d. encourage piggy-backing off someone's ideas
2. Use checklists: (see Osborn, Alex. Applied Imagination, New York: Scribners, 1963; or Eberle, Bob. Scamper. Buffalo: D O K , 1972)
3. List attributes and employ morphological analysis
4. Force new connections (Synectics)
5. Change the verb in the problem statement

SOLUTION FINDING: EVALUATING IDEAS USING A CRITERIA MATRIX

	LIST CRITERIA	Do I have skills?	Will parents approve?	Encourage higher skills			
LIST IDEAS	#1						
	#2						
	#3						

Judge ideas on a scale of 3-1, three being high

TEACHER STRATEGIES WHICH ENCOURAGE PROBLEM-SOLVING ABILITIES

1. Have students identify potential problems:

   Present a picture of a new product or technological advance. Have students brainstorm possible problems associated with this product.
   Present students with graph of population growth or estimated growth in own town. Have students identify possible problems associated with such growth.

2. Have students solve mysteries:

   Read all necessary facts from a mystery story but omit the solution.
   Have students match their solutions with that of the author.

3. Present ambiguities or uncertainties:

   On June 18, 1978, in a small river in central Connecticut, several hundred dead fish appeared overnight stretching for about half the river's length. What possible causes can you identify?

4. Present and discuss paradoxes:

   I won the battle, but lost the war.
   The United States must increase its ability to destroy life in order to preserve the peace.

5. Pose future projections:

   What will be the problems of teenagers in fifty years?
   What effect will the cost of oil have on farming production in the Third World in the next several decades?

6. Have students identify gaps in information:

   Present the facts, observations and concepts Darwin had on hand, but omit one or several pieces of information. Have students find missing areas of information.

   Have students observe or read an account of a local governmental agency beginning to work on a problem. Have students identify areas of information which have not been considered or identified.

ACTIVITY: Introduction to Guilford's Model

OBJECTIVE: To provide regular educators with an introduction to Guilford's Model.

TIME: 90 Minutes

MATERIALS:
Narrative Notes IV.B.89
Guilford TM IV.B.90
Teaching/Learning Model TM IV.B.91
Narrative Notes IV.B.92
Figural Content TM IV.B.93
Products TM IV.B.94

DIRECTIONS:

1. Workshop leader displays Guilford TM IV.B.90 as an introduction to the activity.

2. Workshop leader displays Teaching/Learning Model IV.B.91 and provides an overview of Guilford's Model. (Workshop leader may wish to refer to the "Narrative Notes" IV.B.92, as well as the resources listed at the end of this section.)

3. Workshop leader displays Figural Content TM IV.B.93 and relates how Guilford's structure of the intellect is conceptualized according to figural, symbolic and semantic content.

4. Workshop leader displays Products TM IV.B.94 and discusses how Guilford's structure is conceptualized in regard to units, classes and relations.

NARRATIVE NOTES

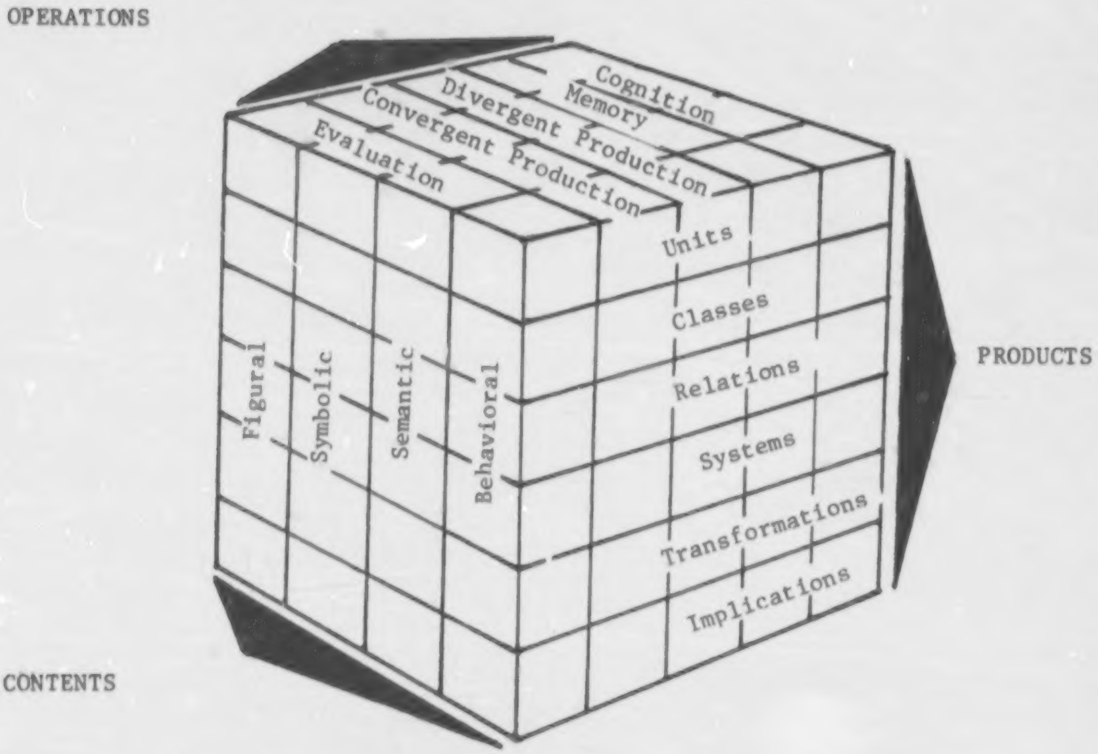
Guilford's model, Structure of the Intellect, is based on a factor analysis of many aspects of intellectual functioning. Guilford maintains that there are many mental abilities which are never fully measured by intelligence tests. His model illustrates various aspects of intelligence along three dimensions providing for isolation of different aspects of intelligence at each intersection.

A key point is that the complexity of the model should not overwhelm teachers. They have already been doing and assigning to students many of the intellectual operations described by Guilford's system. One of the advantages of the model is that it gives us a way to see the many different possible kinds of thinking so that we encourage our students to broaden their expectations of their own abilities while we seek to broaden the curriculum.

"IT HAS BEEN ABUNDANTLY SHOWN THAT CREATIVE-THINKING SKILLS CAN BE SUBSTANTIALLY INCREASED BY MEANS OF PROPER TREATMENTS. THE FIRST THING TO REALIZE IS THAT CREATIVE THINKING IS NOT JUST ONE MENTAL FUNCTION, IT COMPRISES QUITE A VARIETY OF THINGS."

J.P. GUILFORD

TEACHING/LEARNING MODEL
GUILFORD'S STRUCTURE OF THE INTELLECT


OPERATIONS
Cognition
Memory
Divergent Production
Convergent Production
Evaluation
PRODUCTS
Units
Classes
Relations
Systems
Transformations
Implications
CONTENTS
Figural
Symbolic
Semantic
Behavioral

J.P. Guilford. Structure of Intellect. El Segundo, CA: SOI Institute.

COMPONENTS OF GUILFORD'S STRUCTURE OF THE INTELLECT

Operations:

Cognition--Recognizing problems, needs
Acquiring knowledge
Memory--Recalling facts
Convergent Production--Finding an anticipated and/or correct answer
Divergent Production--Producing an original, unexpected response
Evaluation--Reaching decisions; making judgements

Contents:

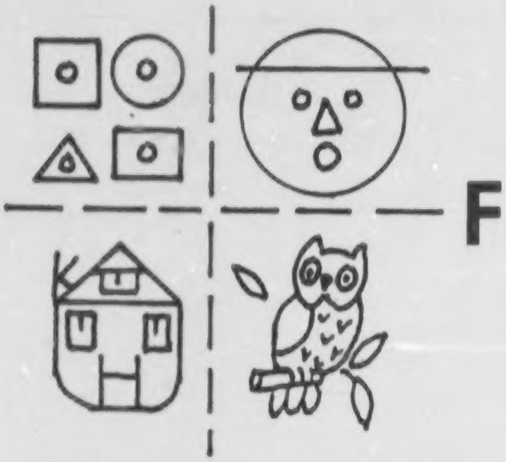
Figural content--Information in concrete forms, as perceived or as recalled in the form of images
Symbolic content--Information in form of signs, such as letters, numbers, musical notations, and other "code" elements
Semantic content--Information in the form of meanings to which words commonly become attached
Behavioral content--Information, essentially nonverbal, involved in human interactions

Products:

Units--Items of information having "thing" character
Classes--Items of information grouped for their common properties
Relations--Connections between units of information
Systems--Organized or structured aggregates of items of information
Transformations--Changes of various kinds in existing or known information or in its use
Implications--Extrapolations of information, in the form of expectancies, predictions, known or suspected antecedents, concommitants, or consequences

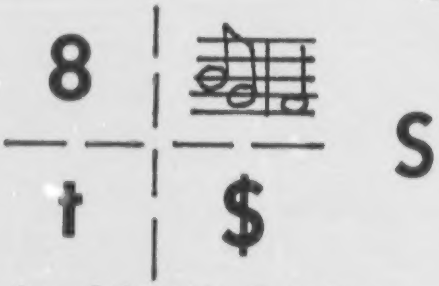
Examples of Figural Content:

Images, shapes, sounds, things.

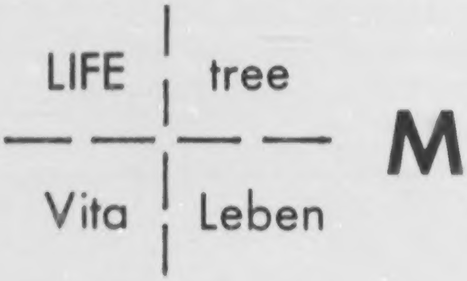


Designers, artists and mechanics are high in figural intelligence.

Examples of Symbolic Content:
Letters, numbers, musical notations - elements that have no meaning in and of themselves.



Examples of Semantic Content:
Refers to words and ideas - abstract meanings



Teachers, writers, actors are usually high in semantic ability.

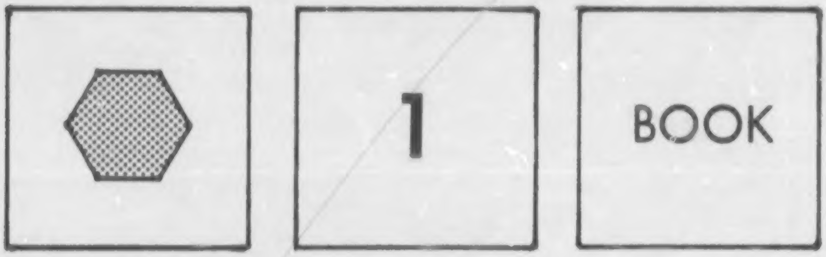
Behavioral Content
Nonverbal information involved in human interactions, such as body language or affective aspect of intellectual contents.

From Mary Meeker, A Beginner's Reader About Guilford's Structure. El Segundo, CA: SOI Institute, 1980.

Examples of Products

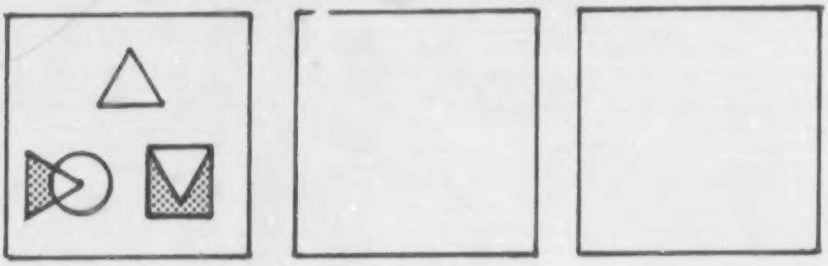
UNIT

A unit is a single item, one of a kind,
one figure, one symbol, a single word, a bit of behavior



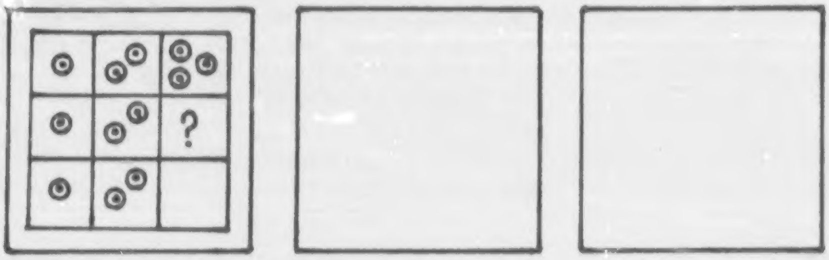
CLASSES

Classes are recognized sets of items or
information which have common properties



RELATIONS

Relations are connections between items based on variables



From Mary Meeker, *A Beginner's Reader About Guilford's Structure*.
El Segundo, CA: SOI Institute, 1980.

ACTIVITY: Guilford in Disguise

OBJECTIVE: To assist regular educators to relate to a common instructional activity to Guilford's Model

TIME: 15 Minutes

MATERIALS: Scrambled Animals DM IV.B.96

DIRECTIONS:

1. Workshop leader distributes Scrambled Animals DM IV.B96 to participants and requests that they complete the worksheet according to the directions provided.

2. Workshop leader reviews the answers with the total group.

3. Workshop leader closes activity with the following comments:

   . You have just done a Guilford activity coded as a CONVERGENT PRODUCTION of symbolic transformation.

   . It sounds worse than it is.

SCRAMBLED ANIMALS

Directions: Below is a list of 25 animals, but the letters of each have been scrambled. Unscramble the letters and write the words they spell in the blank spaces. For example, OOMSE when unscrambled spells MOOSE. TIME LIMIT: 2 MINUTES.

1. ____________________ WOC
2. ____________________ TGERI
3. ____________________ SHERO
4. ____________________ YOMEKN
5. ____________________ BATRIB
6. ____________________ RELQUISR
7. ____________________ PHESE
8. ____________________ ACT
9. ____________________ UESMO
10. ____________________ FULFABO
11. ____________________ AMECL
12. ____________________ KKUNS
13. ____________________ KYDENO
14. ____________________ ILGOLAR
15. ____________________ HEPLETAN
16. ____________________ BERA
17. ____________________ OLIN
18. ____________________ HRPTENA
19. ____________________ MAALL
20. ____________________ LMEU
21. ____________________ PLATENOE
22. ____________________ BBOONA
23. ____________________ TOGA
24. ____________________ CRONOSHIRE
25. ____________________ REZAB

From Resource Manual: SAGE Teacher Education Program. Boise, Idaho: The Idaho State Department of Education, 1980.

ACTIVITY: The Inquiry Method

OBJECTIVE: To introduce regular educators to the inquiry method and demonstrate its potential use in the classroom

TIME: 60 Minutes

MATERIALS:
It Was Obvious DM IV.B.98
Essential Steps TM IV.B.99
Process of Inquiry TM IV.B.100
Handouts: Questioning Techniques DM I.V.B.101
Evaluation Inquiry DM IV.B.102
Option: Self-Assessment DM IV.B.103-DM IV.B.105
Newsprint
Markers

DIRECTIONS:

1. Workshop leader distributes It Was Obvious DM IV.B.98 and requests that they read the passage.
2. Leader asks participants to relate the steps the Talmudic scholar followed to solve the problem while charting their responses on newsprint.
3. Workshop leader displays and discusses Essential Steps TM IV.B.99 of the inquiry process.
4. Leader compares the responses of the participants in #2 above to the information contained in Essential Steps TM IV.B.99.
5. Leader displays and discusses Process of Inquiry TM IV.B.100 as a further analysis of the inquiry method.
6. Leader distributes the handouts as a resource to the participants: Questioning Techniques DM IV.B.101 and Evaluation Inquiry DM IV.B.102.

OPTIONAL:

Leader distributes Self-Assessment DM IV.B.103-DM IV.B.105 as a self-assessment task.

IT WAS OBVIOUS

A Talmudic Scholar from Marmaresch was on his way home from a visit to Budapest. Opposite him in the railway carriage sat another Jew, dressed in modern fashion and smoking a cigar. When the conductor came around to collect the tickets the scholar noticed that his neighbor opposite was also on his way to Marmaresch.

This seemed very odd to him.

"Who can it be, and why is he going to Marmaresch?" he wondered.

As it would not be polite to ask outright he tried to figure it out for himself. "Now let me see," he mused. "He is a modern Jew, well dressed, and he smokes a cigar. Whom could a man of this type be visiting in Marmaresch? Possibly he's on his way to our town doctor's wedding. But no, that can't be! That's two weeks off. Certainly this kind of man wouldn't twiddle his thumbs in our town for two weeks!

"Why then is he on his way to Marmaresch?" Perhaps he's courting a woman there? But who could it be? Now let me see. Moses Goldman's daughter Esther? Yes, definitely, it's she and nobody else...! But now that I think of it--that couldn't be! She's too old--he wouldn't have her, under any circumstances! Maybe it's Haikeh Wasservogel? Phooey! She's so ugly! Who then? Could it be Leah, the money-lender's daughter? N--no! What a match for such a nice man! Who then! There aren't any more marriageable girls in Marmaresch. That's settled then, he's not going courting.

"What then brings him?"

"Wait, I've got it! It's about Mottel Kohn's bankruptcy case! But what connection can he have with that? Could it be that he is one of his creditors? Hardly! Just to look at him sitting there so calmly, reading his newspaper and smiling to himself. Anybody can see nothing worries him! No, he's not a creditor. But I'll bet he has something to do with the bankruptcy! Now what could it be?

"Wait a minute, I think I've got it. Mottel Kohn must have corresponded with a lawyer from Budapest about his bankruptcy. But that swindler Mottel certainly wouldn't confide his business secrets to a stranger! So it stands to reason that the lawyer must be a member of the family.

"Now who could it be? Could it be his sister Sphrinzah's son? No, that's impossible. She got married twenty-six years ago--I remember it very well because the wedding took place in the green synagogue. And this man looks at least thirty-five.

"A funny thing! Who could it be, after all...? Wait a minute! It's as clear as day! This is his nephew, his brother Hayyim's son, because Hayyim Kohn got married thirty-seven years and two months ago in the stone synagogue near the market place. Yes, that's who he is!

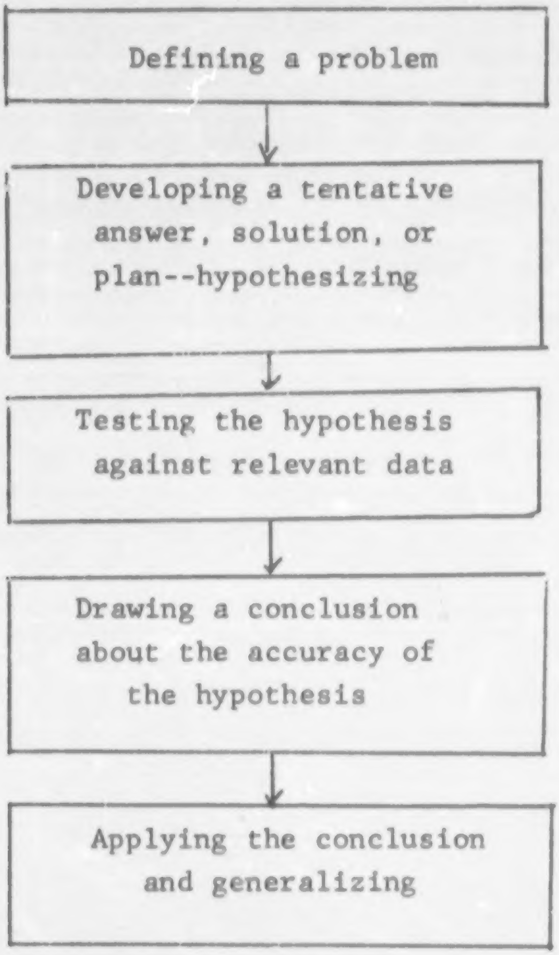
"In a nutshell--he is Lawyer Kohn from Budapest. But a lawyer from Budapest surely must have the title 'Doctor'! So, he is Doctor Kohn from Budapest, no? But wait a minute! A lawyer from Budapest who calls himself 'Doctor' won't call himself 'Kohn'! Anybody knows that. It's certain that he has changed his name. Yes, that's it--Kovacs! In short, this is Doctor Kovacs from Budapest!"

Eager to start a conversation the scholar turned to his travelling companion and asked, "Doctor Kovacs, do you mind if I open the window!"

"Not at all," answered the other. "But tell me, how do you know that I am Doctor Kovacs!"

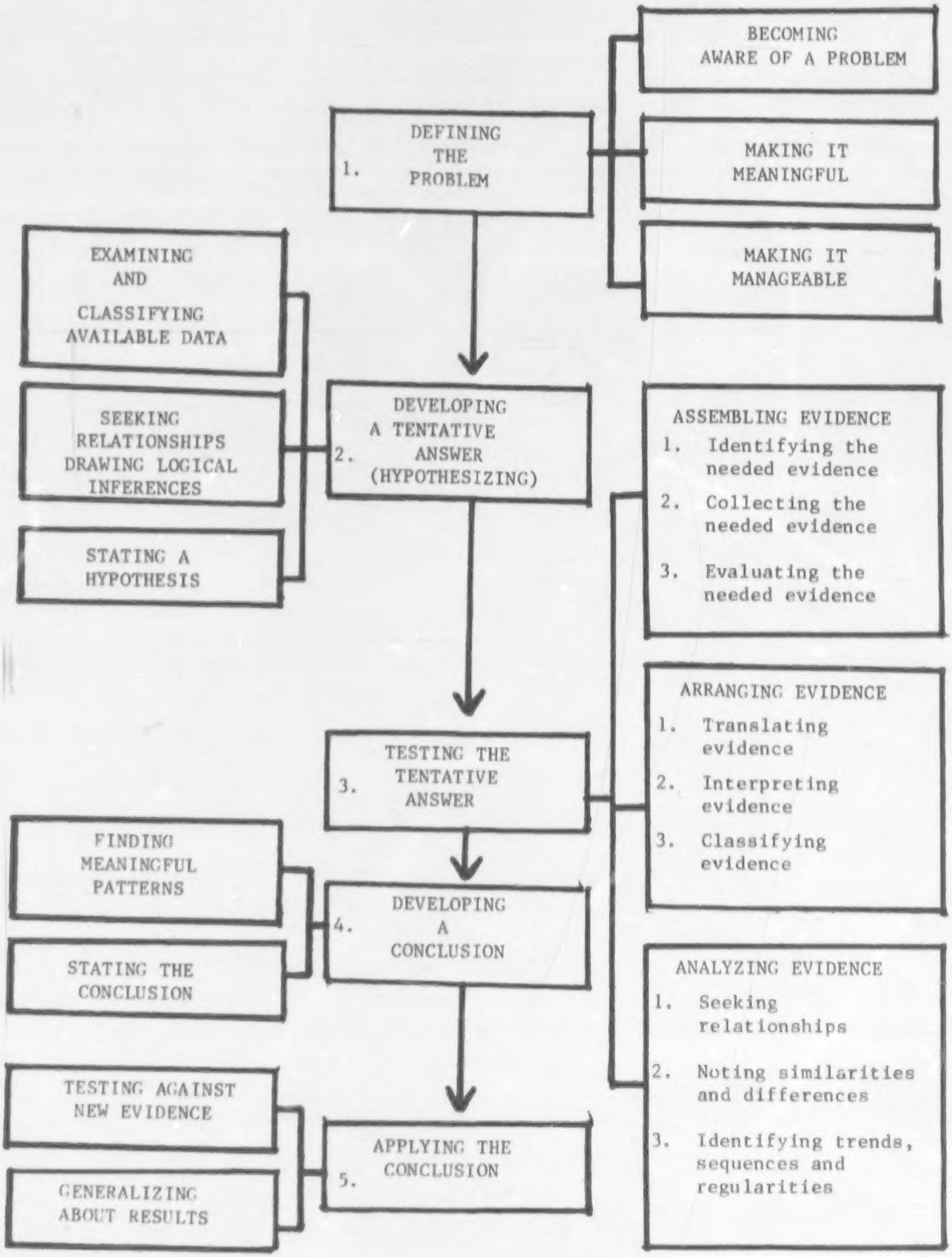
"It was obvious," replied the scholar.

The Essential Steps of the Inquiry Process


Defining a problem
Developing a tentative answer, solution, or plan--hypothesizing
Testing the hypothesis against relevant data
Drawing a conclusion about the accuracy of the hypothesis
Applying the conclusion and generalizing

From Barry K. Beyer. Teaching Thinking in Social Studies.
Columbus, Ohio: Charles E. Merrill Publishing Company, 1979.

THE PROCESS OF INQUIRING


BECOMING AWARE OF A PROBLEM
MAKING IT MEANINGFUL
MAKING IT MANAGEABLE
1. DEFINING THE PROBLEM
EXAMINING AND CLASSIFYING AVAILABLE DATA
SEEKING RELATIONSHIPS DRAWING LOGICAL INFERENCES
STATING A HYPOTHESIS
2. DEVELOPING A TENTATIVE ANSWER (HYPOTHESIZING)
ASSEMBLING EVIDENCE
1. Identifying the needed evidence
2. Collecting the needed evidence
3. Evaluating the needed evidence
ARRANGING EVIDENCE
1. Translating evidence
2. Interpreting evidence
3. Classifying evidence
ANALYZING EVIDENCE
1. Seeking relationships
2. Noting similarities and differences
3. Identifying trends, sequences and regularities
3. TESTING THE TENTATIVE ANSWER
FINDING MEANINGFUL PATTERNS
STATING THE CONCLUSION
4. DEVELOPING A CONCLUSION
TESTING AGAINST NEW EVIDENCE
GENERALIZING ABOUT RESULTS
5. APPLYING THE CONCLUSION

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Carnegie-Mellon University

QUESTIONING TECHNIQUES

1.) Write down the specific wording of 6-8 questions in the lesson plan before coming to class.

2.) Ask the questions as simply, concisely, and directly as possible.

3.) Ask the questions before designating which child should answer.

4.) Ask an individual child to respond to a question.

5.) Ask questions of as many children as possible during the lesson.

6.) Ask a question about the most obvious part of the investigation for the first question.

7.) Ask as many questions that stimulate the creative thinking process as possible from these categories:

    a. comparison
    b. summarization
    c. observation
    d. classification
    e. interpretation
    f. criticism
    g. making assumptions
    h. collection and organization of data
    i. evaluation

8.) Ask questions that give a child practical experience.

9.) Ask questions that lead to actual experimentation.

10.) Ask questions in a variety of ways.

11.) Avoid asking questions that inhibit investigation.

12.) Avoid repeating the children's answers.

From Carin, Arthur A. "Techniques for Developing Discovery Questioning Skills," Science and Children, 7:13-15, April, 1970

EVALUATION: INQUIRY

To teacher or observer: For each question, check the box that best describes how adequately or whether you/the teacher taught phases of inquiry.

	Adequate	Minimal	Not at all	Not Necessary
I. ENCOUNTER THE PROBLEM				
A. Did you present the puzzling situation?				
B. Did you explain the ground rules of inquiry?				
C. Was the problem clear to the students?				
II. VERIFYING THE INFORMATION				
D. Did you direct questions toward verifying conditions (events, objects, properties)?				
E. Did you ensure only "yes-no" questions by asking students to rephrase?				
F. Did you encourage students to clarify the terms and conditions of their questions?				
G. If necessary, did someone summarize the inquiry up to this point?				
H. Did someone (re)define the problem?				
I. Did you accept inquiries in a nonevaluative way?				
J. Did you encourage interaction among students?				
III. EXPERIMENT				
K. Did you encourage students to test relationships and/or isolate relevant variables?				
L. Where appropriate, did you use inquiry language, e.g., identify student questions as "hypotheses" and invite "experimentation" or "testing?"				
IV. FORMULATE AN EXPLANATION				
M. When necessary, did you help students to form a rule or explanation of the puzzling situation?				
N. Did you encourage clearer statements and support of hypotheses?				
V. ANALYSIS OF INQUIRY				
O. Did someone recap the steps?				
P. Did you all discuss the language of inquiry, e.g., "data gathering,""hypothesizing"? (See III-L above.)				

SELF-ASSESSMENT

"Am I an Inquiry Teacher?"

	Regularly	Frequently	Sometimes	Seldom
A. As Planner:				
1. I focus on lessons involving exploration of significant ideas, concepts, or problems that can be investigated at many levels of sophistication.				
2. I prepare for a broad range of alternative ideas and values which the students may raise related to a central topic.				
3. I select materials and learning experiences to stimulate student curiosity and support student investigation.				
4. I make available a wide variety of resources and material for student use.				
5. Skill-building exercises are tied directly to ongoing learnings.				
B. As Introducer:				
1. My introductory lessons present some problem, question, contradiction, or unknown element that will maximize student thinking.				
2. My aim is for students to react freely to the introductory stimulus with little direction from me.				
3. I encourage many different responses to a given introductory stimulus and am prepared to deal with alternative patterns of exploration.				
C. As Questioner and Inquiry Sustainer:				
1. The students talk more than I do.				
2. Students are free to discuss and interchange their ideas.				
3. When I talk, I "question," not "tell."				
4. I consciously use the ideas students have raised and base my statements and questions on their ideas.				
5. I redirect student questions in such a way that students are encouraged to arrive at their own answers.				

	Regularly	Frequently	Sometimes	Seldom
6. My questions are intended to lead the pupils to explore, explain, support, and evaluate their ideas.				
7. I encourage the students to evaluate the adequacy of grounds provided for statements made by them or by others.				
8. Students gain understanding and practice in logical and scientific processes of acquiring, validating, and using knowledge.				
9. My questions lead the students to test the validity of their ideas in a broad context.				
10. I encourage students to move from examination of particular cases to more generalized concepts and understandings.				
D. As Manager: 1. I emphasize learning and the use of ideas, rather than managerial functions, such as discipline and record keeping.				
2. I allow for flexible seating, student movement, and maximum student use of materials and resources.				
3. Class dialogue is conducted in an orderly fashion that emphasizes courtesy and willingness to listen to each person's ideas.				
4. Students are actively involved in the planning and maintenance of the total classroom environment.				
5. I foster balanced participation by encouraging the more reticent students to take an active role in classroom activities.				
E. As Rewarder: 1. I encourage and reward the free exchange and testing of ideas.				
2. I emphasize the internal rewards that spring from the successful pursuit of one's own ideas.				
3. I avoid criticizing or judging ideas offered by students.				

	Regularly	Frequently	Sometimes	Seldom
4. Each student's contribution is considered legitimate and important.				
5. I evaluate students on growth in many aspects of the learning experience, rather than simply on the basis of facts acquired.				
F. As Value Investigator: 1. I emphasize that concepts, social issues, policy decisions, attitudes and values are legitimate areas for discussion.				
2. All topics are critically examined, not "taught" as closed issues with a single "right" solution.				
3. Use of unfounded, emotionally charged language is minimized in discussing attitudes and values.				
4. I encourage all students to explore the implications of holding alternative value and policy positions.				
5. I make students aware of personal and social bases for diversity in attitudes, values, and policies.				
6. I encourage students to arrive at value and policy positions of their own that they understand and can defend.				

ACTIVITY: Class Discussion

OBJECTIVE: To develop classroom discussion questions based on the three levels of thinking: cognitive, creative, and affective

TIME: 90 Minutes

MATERIALS:
Field Trip Vignette TM IV.B.107
Small Waxed Cards
Large Waxed Cards
Handout: Application of Models DM IV.B.108 -DM IV.B.109

DIRECTIONS:

1. Workshop leader divides participants into groups of 4-5, explaining Field Trip Vignette TM IV.B.107.

2. Leader asks each group to brainstorm, and come up with questions that the participants would ask their students upon return from this field trip. List one question per card.

3. Leader allows groups sufficient time to develop questions.

4. Leader displays Bloom's Taxonomy on large waxed cards on wall.

5. Leader requests groups to categorize their questions and place the cards according to Bloom's Taxonomy under the respective categories displayed on the wall.

6. Leader conducts feedback, allowing participants to brainstorm additional questions for categories lacking questions.

7. Leader may ask participants if their own questioning techniques cover all three levels of thinking. Do participants perhaps dwell on one level and omit another?

8. Leader distributes handout, Application of Models, DM IV.B.108 -DM IV.B.109.

FIELD TRIP VIGNETTE

Our social studies class has taken a half day field trip to the Lincoln Humane Society. The veterinarian's assistant gave a guided tour of the facility and the veterinarian himself spoke to the students on a variety of issues including: pet overpopulation, city-run organizations, spaying and neutering and pet ownership.

CLASS DISCUSSION

What follows is a teacher-led question-and-answer discussion based on three levels of thinking: cognitive, creative and affective. The thinking processes of each of these levels appear in parentheses at the left. Each process is illustrated in the discussion with questions the teacher asks students. The conversation may seem stilted. However, these teacher questions illustrate an application of thinking levels described on the previous pages and in the "Curriculaids" section in DOITTOIT.

	We've been on a class trip to the Humane Society to study a variety of things: pet overpopulation, city-run organization and spaying and neutering.
COGNITIVE Knowledge	First question, a simple one. Could anyone identify the procedures in adopting a pet?... Yes, Marty, you know the steps.
Comprehension	Now, could you explain what spaying and neutering mean, Eric?...It looks as if you understand the terms.
Application	Third, how can you apply the knowledge and understanding you gained today? Could you figure a way to communicate your knowledge of pet care to new pet owners coming to the Humane Society?
Synthesis	You're doing a great job. Now, think a step higher. Could you design an experiment to determine how to encourage responsible pet care in owners? A questionnaire for the public on how they feel about a spay and neuter clinic? Using the information you have researched and learned today, could you solve the following problems?...
Evaluation	And finally, how would you judge or evaluate the destruction of pets? Stacy, could you give some arguments to convince people to adopt "fixed" pets? The class could then evaluate your suggestions based on various standards: how convincing you were, how realistic and efficient your plan is, etc.

CREATIVE	Okay, let's be creative. Let's try to solve this problem. What if we were given a grant of $300 to use at school to set up a pet ownership clinic? Let's problem-solve for a few minutes, brainstorming as many ideas as we can on spending the money, setting up the clinic, etc.
Fluency Originality	I see that Candace and Kevin came up with the most ideas, 14 of them. Patrick was very original with his unusual four plans.
Flexibility Elaboration	Kate, you were quite successful at creating different kinds of spending plans. And Tim seemed to concentrate on one good idea, elaborating on a number of detailed steps.
AFFECTIVE	So, what were some of your feelings about today's visit? Could you put yourself in the position of some of the people and pets?
Receiving	It seems that you were all "receivers" of feelings because many of you became aware of some of the feelings that these people and pets were experiencing. For example, Karen and Mickey, could you describe your feelings at seeing row after row of pets in the cages? And Pete, you certainly noticed the two kids who adopted that funny tabby cat.
Responding	Some of you responded to these feelings. Kelly spoke sympathetically with the humane society worker who took care of all the sick and dying pets. And, Jamie, you happened to know the parents who had to bring in their brown dog which had gotten too big for the house and backyard. How did you respond?
Valuing	Who would like to react to today's trip? Yes, Matt. Can you justify some of your feelings? Can you rate them in terms of importance to you?
Characterizing	Lupe, did you say you wanted to role-play the conversation between the fuzzy newcomer and the old-timers in the dog cage? Let's get to it.

ACTIVITY: Choose A Route (Root)

OBJECTIVE: To have participants apply various instructional techniques to selected student descriptions

TIME: 90 Minutes

MATERIALS:
"Terrific Twenties" DM IV.B.111 DM IV.B.116
Choose a Route Worksheet DM IV.B.117
Enrichment Options DM IV.B.118

DIRECTIONS:

1. Workshop leader divides participants into groups of 4-5.

2. Workshop leader provides the following directions and distributes Terrific Twenties DM IV.B.111 - DM IV.B.116 and Choose A Route Worksheet DM IV.B.117.

   - Individually choose 5 students from the Terrific Twenties and develop suggestions for programming using worksheet DM IV.B.117.

   - Upon completion share your strategies with others in your small group.

3. Workshop leader conducts feedback:

   - allowing participants to compare and contrast various strategies and/or models used with individual students.

   - stressing the concept that no one model "route" is the answer for any individual student.

4. Workshop leader distributes DM IV.B.118 to participants as a summary of several curriculum differentiation strategies.

OPTION: Workshop leader could add the following dimensions to the student descriptions:

- physical handicap
- language handicap (bilingual)
- learning disability
- cultural differences (minority group)

TERIFFIC TWENTIES

Imma Smarty

- true-blue student type
- delights in being smart
- enjoys being "top banana"
- always first with hand up in class
- loves to know an isolated fact the teacher doesn't know (or couldn't possibly know)
- dedicated to fact-accumulation - possibly due to ability to retain well
- "walking encyclopedia" type
- hates things like role-plays, imagination exercises, etc.
- loves "projects," doing papers

Ann Acceptor

- some people's "dream" G/T child
- never questions self or teacher
- "good girl" type
- smiles a lot
- enjoys all activities with equal enthusiasm
- good for teacher's ego - always compliments your choice of activities
- complacent to point of boredom

Bea Brash

- boaster and bragger concerning abilities
- seems to need to reinforce self by telling others how capable she is - constantly!
- often loud and very vocal
- when new topics are introduced, always announces she already knows material, but...
- frequently most annoying to teacher and classmates

Hessy Tant

- insecure about abilities - doesn't trust self
- shy, quiet - seldom volunteers an answer
- often raises hand halfway - but lowers it quickly - hesitant to be wrong
- becomes very nervous if forced into situation where risk-taking is necessary
- fearful of reactions of others
- easily overlooked
- never causes anyone a problem

Hy Gradegrabber

- overprotective
- grades are everything to this kid
- would not be above a few underhanded plays if it enhanced his chances for a better mark
- is rewarded by parents, grandparents for every "A" he achieves
- easy to please and get along with (after all, you give the grades)

Bob Around

- switches topics and learning styles constantly
- inconsistent
- cannot make a firm decision about choice of topic, or time goals, or project, or.....or....
- hard to plan for; you never know which style she/he will use next
- often makes himself unhappy due to his/her indecision - knows this - but seems incapable of changing self
- wants to please self - and you can't be firm enough to please self even when you encourage him/her to

Will Pleaser

- a "teacher pleaser" par excellance
- never openly dislikes any activities but often you can see by his eyes how much he hates your choice

- will go so far as to lie rather than displease you or chance a lowering of your opinion of him
- seems to equate pleasing you with success in school - and thus with life
- makes you aware of how much hidden power you wield

Don Botherme

- a definite underachiever
- is completely satisfied with less than that of which he is capable, meets basic requirements, but that's it!
- wants to be left alone - happiest when you pretend not to know him
- becomes irritable at any hint of "pushing" from you

Peter Sout

- cannot stick to any task for long
- great motivation and interest and enthusiasm at the start - makes you feel appreciated
- no sustained interest - fizzles out
- frequently asks permission to drop topic or project - to start "brilliant new idea" he just had - makes you feel rejected

Dinah Mite

- a "gung-ho" kiddo - loves everything
- small, but watch out - her enthusiasm can overwhelm and exhaust you
- can do ten things at once all terrifically
- excellent in everything, even sports
- all around super star
- brings out the best in you - inspiring

Willie Won'the

- will he or won't he?
    - .. participate today
    - .. destroy your lesson plan with a single sentence
    - .. practice the fine art of teacher goading today
    - .. allow others to learn undisturbed
- his unpredictable behavior leaves all around him in a quandary

Socrates

- coldly analytical
- nicknamed by class after unit on Ancient Greece
- always asking "Why?"
- a never-ending questioner
- naturally inquisitive and curious
- becomes annoyed with you when you can't give immediate answer - even though he frequently asks questions for which there is no definite answer

Faith Inyou

- a straight "down-the-line" thinker
- resists thinking of new ideas on own
- narrow,provincial in thoughts, attitudes
- prefers your opinions and ideas - knows you'll do right, after all, you're the teacher
- respectful, polite - but doesn't "give" of self

Mark Ingtime

- bored, goes through paces
- puts forth little or no effort
- seems to be in limbo-always waiting for something(?) in his future
- seems in a hurry to grow up, to get through each phase quickly
- a clock and calendar watcher

Harry Hassled

- always worried - never lets up
- concerned about time - no matter how long he's given, it's never enough
- seldom enjoys his work or activities - too worried about finishing
- self-imposed pressures - resists efforts by teachers, parents to help him relax
- frequently reinforces feelings by verbalizing, can get on others nerves

Woody Diehard

- a climber, pusher in every area: academics, sports, music
- not overly talented in any field but never gives up - takes defeat in good spirit -"always a tomorrow"
- some inner motivation, but most comes from parents - pushers themselves - socially and professionally
- an only child for whom everyone wants the best
- when no one is watching, often appears tired and close to tears

Doug Deeper

- a born investigator
- never accepts an answer or an opinion at face value
- always seeks greater depth
- will ignore finishing an assignment to satisfy thirst for knowledge about a topic of interest - you can always find him in corner reading
- possesses ability to commit self to long-term tasks

Carrie Mealong

- would prefer you to do it all for her
- knowing that to not be possible, feels the least you can do is make all her choices for her
- frequently verbal about your job as a teacher (especially when you try to make her decide or take a risk)
- is often a "whiner"

Arty Crafts

- very talented artistically
- only cares about art and related fields
- sees all assignments in terms of a product of artistic expression
- communicates best through art media, tends to ignore written work
- is frequently found drawing during math period, etc.
- contributes heavily to decoration of room

Ida Wanna

- never seems to like much of anything
- hard to motivate - nothing turns her on
- isn't sullen or nasty, but the most you can hope for is a glimmer of a smile
- most frequently asks "Do I have to?"
- her lack of enjoyment can be contagious - disastrously so, in terms of others

Choose-A-Route (Root)
Worksheet

Child	Strengths	Needs	Suggestions for Programming

ENRICHMENT OPTIONS FOR GIFTED STUDENTS IN THE HETEROGENEOUS CLASSROOM

ALTERNATE STRATEGIES OR METHODS A TEACHER MIGHT USE TO DIFFERENTIATE CURRICULUM FOR GIFTED STUDENTS

ON AN INDIVIDUAL BASIS A TEACHER MIGHT:

--GIVE A STUDENT TIME TO DO INDEPENDENT STUDY BASED ON STUDENT

--GIVE DIFFERENT ASSIGNMENTS TO STUDENTS. MORE ADVANCED STUDENTS WOULD HAVE ASSIGNMENTS BASED ON HIGHER LEVELS OF THINKING

--DESIGN LEARNING CENTERS WHICH ALLOW FOR DIFFERENT INTERESTS AND ABILITIES OF STUDENTS

--PROVIDE MORE ADVANCED READING MATERIAL, STUDY QUESTIONS, OR PROJECT POSSIBILITIES FOR STUDENTS WHEN APPROPRIATE

ON A GROUP BASIS A TEACHER MIGHT:

--PROVIDE OPEN-ENDED ACTIVITIES WHICH ALLOW FOR VARIED RESPONSES

--PRESENT UNUSUAL INFORMATION OR SUBJECT AREA TO STUDENTS AND ALLOW INDIVIDUAL STUDENTS TO FOLLOW UP ACCORDING TO HIS/HER INTEREST

--TRAIN STUDENTS IN PROBLEM SOLVING TECHNIQUES

--IMPLEMENT THE ENRICHMENT TRIAD

USING OTHER PEOPLE AS RESOURCES A TEACHER MIGHT:

--HAVE A TUTOR WORK WITH AN INDIVIDUAL STUDENT

--HAVE A GUEST SPEAKER TALK WITH STUDENTS

--HAVE OTHER GIFTED STUDENTS SERVE AS MENTORS OR GUIDES

--HAVE STUDENTS WORK IN SMALL GROUPS

From Connecticut State Department of Education. Conn-Cept XI: A Multidimensional In-service Guidebook for Professional Personnel in Gifted and Talented. Hartford Connecticut State Department of Education, 1980. Produced under a grant from the Bureau of Education for the Handicapped, Office of Gifted and Talented, U.S. Department of Education.

DM IV.B.118

ACTIVITY: Working Through Kaplan I

OBJECTIVE: To provide regular educators an overview of Kaplan's model for differentiating curriculum by working through an individual problem

TIME: 60 Minutes

MATERIALS: Modification Form DM/TM IV.B.120

DIRECTIONS:

1. Workshop leader displays Modification Form DM/TM IV.B.120 and provides a brief overview of Kaplan's model. (Workshop leader may want to refer to references at the end of the section.)
2. Workshop leader distributes Modification Form DM/TM IV.B.120 and requests participants to work through the model using a specific topic in a curricular area which they choose.
3. Workshop leader conducts feedback by having participants share their work in small groups.

OPTION: Workshop leader distributes Modification Form DM/TM IV.B.120 as a homework assignment. Participants will return with assignment and share their results.

MODIFYING THE REGULAR CURRICULUM

EXAMPLE OF THE REGULAR CURRICULUM	CONTENT		PROCESS		PRODUCT	
	Principle of a Differentiated Curriculum	Implementation	Principle of a Differentiated Curriculum	Implementation	Principle of a Differentiated Curriculum	Implementation
SCIENCE: Living things .Show students picture of animals in the forest and ask students to interpret the picture. .Have children research these questions: "What are features of living things"? "How are plants and animals alike"? .Show students slides of cells. .Have students do a report on a scientist: Hooke, Dujardin, Van-Leeuwenhoek.						

From: Sandra N. Kaplan. Inservice Training Manual: Activities for Developing Curriculum for the Gifted/Talented. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1979.

ACTIVITY: Working Through Kaplan II

OBJECTIVE: To provide regular educators an opportunity to adapt curriculum utilizing Kaplan's model

TIME: 60 Minutes

MATERIALS: Multidisciplinary Model TM IV.B.122
Multidisciplinary Model DM IV.B.123

DIRECTIONS:

1. Workshop leader displays Multidisciplinary Model TM IV.B.122 and provides a brief overview of Kaplan's model. (Workshop leader may wish to refer to resources listed at the end of this section.)

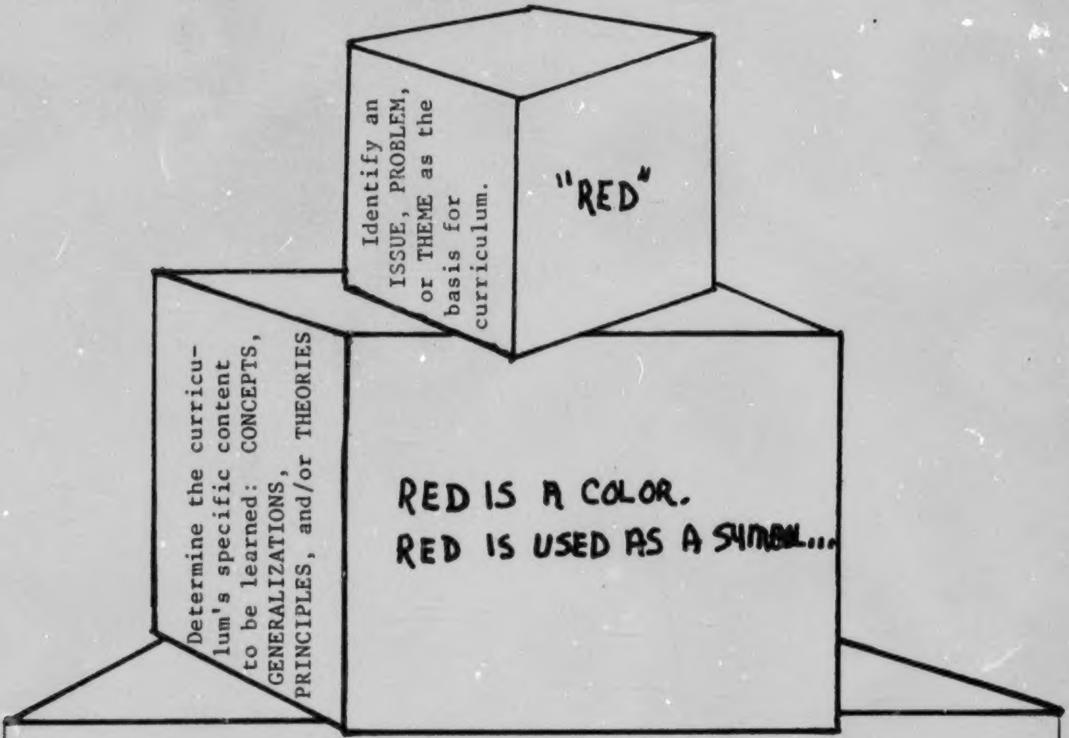
2. Workshop leader distributes Multidisciplinary Model DM IV.B.123 and requests participants to complete the form selecting a theme or unit of their choice.

3. Workshop leader requests participants to share their work in small groups.

4. Workshop leader conducts large group feedback to synthesize key points.

OPTION: Participants' work might be copied so that all participants have benefit of what is developed.

USING CONTENT RELATED TO ISSUES/PROBLEMS/THEMES THROUGH MULTI-DISCIPLINARY EXPERIENCES



Identify an ISSUE, PROBLEM, or THEME as the basis for curriculum.

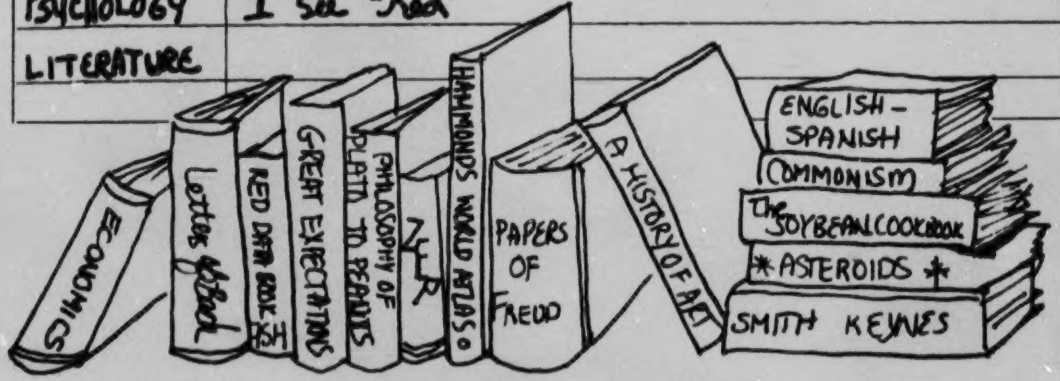
"RED"

Determine the curriculum's specific content to be learned: CONCEPTS, GENERALIZATIONS, PRINCIPLES, and/or THEORIES

RED IS A COLOR.
RED IS USED AS A SYMBOL...

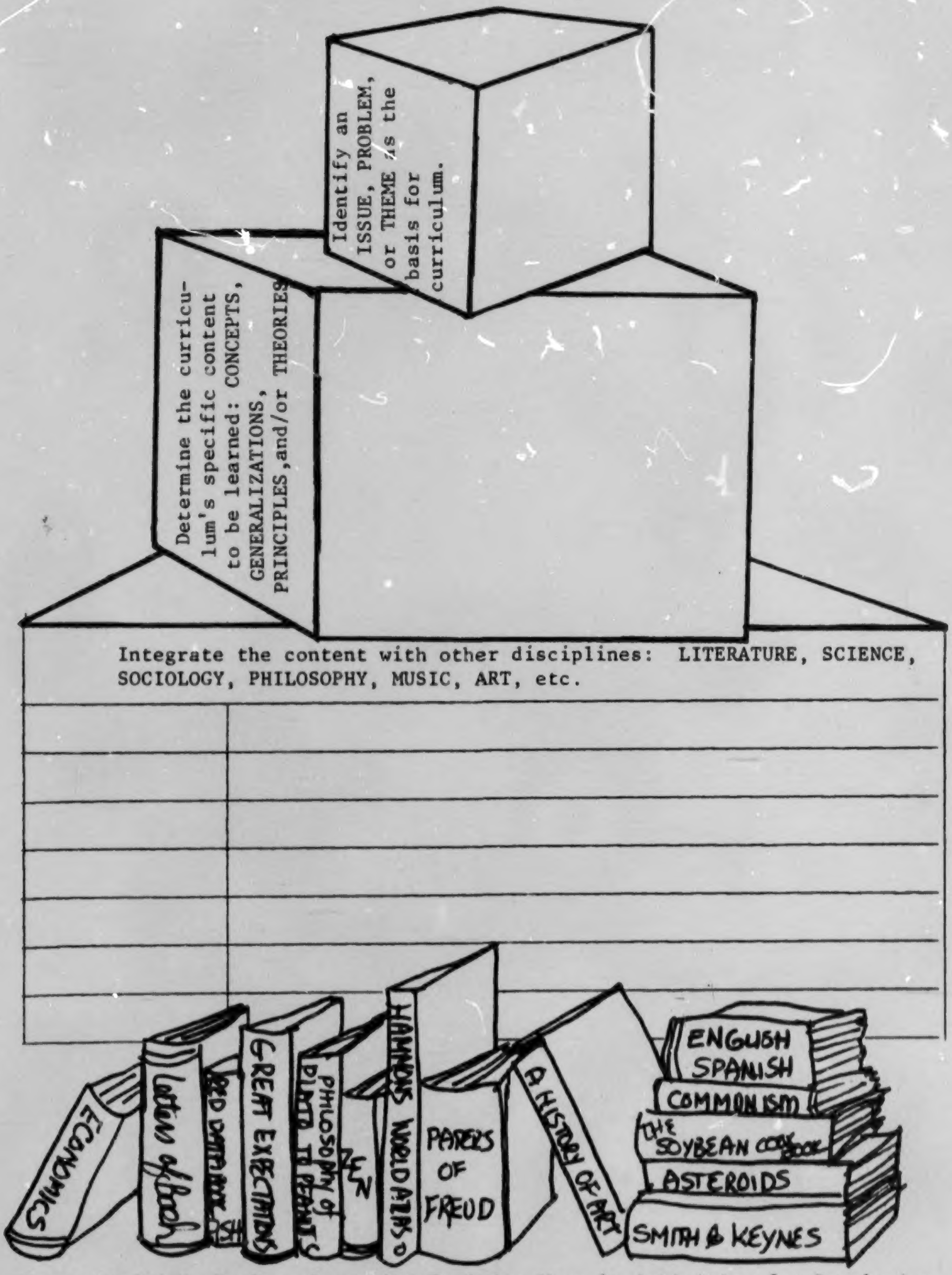
Integrate the content with other disciplines: LITERATURE, SCIENCE, SOCIOLOGY, PHILOSOPHY, MUSIC, ART, etc.

GEOGRAPHY	Study of the Red Sea, Red River
POLITICAL SCIENCE	"Red" China, a "Red"
HISTORY	Red Cross
ART	Titian red, paintings with red in the title
PSYCHOLOGY	I see "red"
LITERATURE	


ECONOMICS
Letters
RED DATA BOOK FISH
GREAT EXPECTATIONS
PHILOSOPHY OF PLATO TO PEANUTS
HAMMONDS WORLD ATLAS
PAPERS OF FREUD
A HISTORY OF ART
ENGLISH-SPANISH
COMMONISM
The SOYBEAN COOKBOOK
ASTEROIDS
SMITH KEYNES

From: Sandra N. Kaplan. Inservice Training Manual: Activities for Developing Curriculum for the Gifted/Talented. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1979.

USING CONTENT RELATED TO ISSUES/PROBLEMS/THEMES THROUGH MULTI-DISCIPLINARY EXPERIENCES



Identify an ISSUE, PROBLEM, or THEME as the basis for curriculum.

Determine the curriculum's specific content to be learned: CONCEPTS, GENERALIZATIONS, PRINCIPLES, and/or THEORIES

Integrate the content with other disciplines: LITERATURE, SCIENCE, SOCIOLOGY, PHILOSOPHY, MUSIC, ART, etc.

ECONOMICS
Letters of Bach
RED DATA BOOK FISH
GREAT EXPECTATIONS
PHILOSOPHY of PLATO TO PEANUTS
ZEN
HAMMONDS WORLD ATLAS
PAPERS OF FREUD
A HISTORY OF ART
ENGLISH SPANISH
COMMUNISM
THE SOYBEAN COOKBOOK
ASTEROIDS
SMITH & KEYNES

From: Sandra N. Kaplan. Inservice Training Manual: Activities for Developing Curriculum for the Gifted/Talented. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1979.

ACTIVITY: Plan-A-Lesson

OBJECTIVE: To allow participants to become familiar with various lesson planning models and compare and contrast their uses

TIME: 60 Minutes

MATERIALS: Lesson Plan Model Forms DM IV.B.126
DM IV.B.127-DM IV.B.128

Newsprint
Markers
Handouts - Principles DM IV.B.129
Building Curriculum DM IV.B.130
Lesson Worksheet DM IV.B.131

DIRECTIONS:

1. Workshop leader divides participants into small groups according to subject area or grade level taught, and states the purpose of the activity which is to allow participants an opportunity to analyze various lesson planning forms.

2. Workshop leader asks each small group to select a lesson or topic (i.e.,reading maps, mythology, creative writing) relevant to their subject area or grade level.

3. Workshop leader distributes Lesson Plan Model Form DM IV.B.126 to each small group and asks participants to complete the form according to the lesson or topic chosen by the group.

4. After 15 to 20 minutes, leader distributes Lesson Plan Model Form DM IV.B.126 and asks each small group to repeat the activity, using this new form.

5. While participants are completing lesson plans, leader prepares the following on newsprint:

   - An enlargement of Lesson Plan Model Form DM IV.B.126 (one copy for each small group).
   - An enlargement of Lesson Plan Model Form DM IV.B.127-DM IV.B.128 (one copy for each small group).

6. After 15 to 20 minutes, leader conducts large group feedback. Leader tapes enlarged versions of Lesson Plan Model Forms DM IV.B.127 and DM IV.B.128 to wall, one copy each for each small group. Leader asks a spokesperson from each group to complete the enlarged versions of the Lesson Plan Model Forms according to the group's chosen topic and the lesson-planning activity.

7. Workshop leader then asks that the group compare and contrast the use of the two forms, e.g.:

   - Which do you prefer?
   - Which suited your style best?
   - Which forced you to stretch out of your usual mode and create something of greater significance to gifted students?
   - Which was quickest?
   - What alterations might you make?
   - Which allowed for use of Bloom's Taxonomy?

8. Leader distributes Handouts:

   - Principles DM IV.B.129
   - Building Curriculum DM IV.B.130
   - Lesson Worksheet DM IV.B.131

LESSON PLAN
MODEL FORM

General Student Goals: ______________________________ (Example) Research/Study Skills

____

____

Curriculum Unit: ______________________________ (Example) Language Arts

____

____

Lesson: ______________________________ (Example) Independent Dictionary Use

____

____

CURRICULUM SKILL	SPECIFIC GOAL (to achieve skill)	METHODS/MATERIALS (to accomplish goal)
(Example) Dictionary Usage	To be able to locate specific words using dictionary guidewords	Dictionary; list of words; students work independently

LESSON PLAN
MODEL FORM

CURRICULUM: Language Arts (Research Study Skills)
LESSON: Independent Dictionary Use

MAIN IDEAS	CONTENT TOPICS	STUDENT ACTIVITIES Based On: COGNITIVE LEVELS Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1.0 The dictionary is a primary source for locating the meanings of words.	1.1 Guide words are a device to help students quickly locate a given word in the dictionary.	1.1.K.	1.1.C.	1.1.Ap	1.1.An	1.1.S.	1.1.E.
	1.2.	1.2.K.	1.2.C.	1.2.Ap	1.2.An	1.2.S.	1.2.E.
2.0	2.1	2.1.K	2.1.C.	2.1.Ap	2.1.An	2.1.S.	2.1.E.
	2.2	2.2.K.	2.2.C.	2.2.Ap	2.2.An	2.2.S.	2.2.E.

Matrix adapted from: Treffinger, Donald J., Hohn, Robert L., and Feldhusen, John F. Reach Each You Teach. Buffalo, NY: D.O.K. Publishers, 1979.

STUDENT ACTIVITIES BASED ON: COGNITIVE LEVELS

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
1.1.K. What is your definition of "guidewords"? What do other members of the class think when they hear the term "guidewords"?	1.1.C. Given two guidewords, quickly guess which of a group of words would belong on that dictionary page.	1.1.Ap Using a dictionary, locate a word given the 2 guidewords. Then, locate a word given only 1 of the guidewords.	1.1.An How would you teach a friend to use guidewords? Write step-by-step directions to locate a word given 2 guidewords.	1.1.S. Illustrate each step of your directions (use a drawing technique and materials).	1.1.E. How well did your friend learn, using your step-by-step directions? Did the illustrations help? Assess his/her knowledge by making up a test using guidewords.
1.2.K.	1.2.C.	1.2.Ap	1.2.An	1.2.S.	1.2.E.
2.1.K.	2.1.C.	2.1.Ap	2.1.An	2.1.S.	2.1.E.
2.2.K.	2.2.C.	2.2.Ap	2.2.An	2.2.S.	2.2.E.

Matrix adapted from: Treffinger, Donald J., Hohn, Robert L., and Feldhusen, John F. *Reach Each You Teach*. Buffalo, NY: D.O.K. Publishers, 1979.

PRINCIPLES OF A DIFFERENTIATED CURRICULUM FOR THE GIFTED/TALENTED

- Present content that is related to broad-based issues, themes, or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract, and/or higher level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.
- Encourage the development of products that challenge existing ideas and produce "new" ideas.
- Encourage the development of products that use new techniques, materials, and forms.
- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

BUILDING CURRICULUM FOR THE LEARNER

Information about the Learner	Principles of a Differentiated Curriculum	Differentiated Objectives
INTERESTS Home: School: ABILITIES Strengths: Weaknesses: NEEDS EXPECTATIONS	___ content based on issues, themes, problems ___ multidisciplinary ___ comprehensive, related, and reinforcing activities ___ in-depth learning or self-selected topics ___ self-directed study skills ___ higher level thinking process ___ open-ended tasks ___ research skills and methods ___ basic skills integrated with higher level thinking skills ___ products using new techniques, materials, and forms ___ self-understanding ___ evaluation using self-appraisal, criterion-referenced and/or standardized instruments	CONTENT: PROCESS: PRODUCT: AFFECTIVE:

LESSON WORKSHEET

Student(s):

Topic/Title:

Date/Time:

Goal:

Long-Range Objectives:

Short-Range Objectives:

	ACTIVITIES	RESOURCES	EVALUATION	DATE OR CHECK WHEN DONE
Facts/content to be learned:				
Thinking skills to include:				
Affective education activities:				

ACTIVITY: Keeping Students on Cue

OBJECTIVE: To provide regular educators experience in writing activities to meet the needs of children at various levels of ability

TIME: 90 Minutes

MATERIALS:
Cue Chart Cognitive DM IV.B.133
Cue Chart Creative DM IV.B.134
Cue Chart Affective DM IV.B.135
Planning Form DM IV.B.136
Sample Questions/Activities DM IV.B.137-DM IV.B.138

DIRECTIONS:

1. Workshop leader divides participants into groups of 5-6.

2. Workshop leader distributes the 3 Cue Charts, DM IV.B.133, DM IV.B.134, and DM IV.B.135 and the Planning Form, DM IV.B.136 to participants.

3. Workshop leader instructs participants, as a group, to develop directions for an activity in a selected curriculum area for each level in the cognitive, creative and affective processes (allow 45 minutes).

4. Workshop leader instructs each group to transcribe their work to chart paper for sharing.

5. Workshop leader instructs each group to appoint a spokesperson to share their work.

6. Workshop leader distributes DM IV.B.137 and DM IV.B.138 as a follow-up resource for participants.

"CUE CHART" FOR THE COGNITIVE PROCESSES*

LEVELS AND LEARNER EXPECTATIONS	STARTER VERBS			
KNOWLEDGE gain specific facts, ideas, vocabulary, etc. remember in similar form	list match write recall know	who what where when recite	label name group find pick	memorize choose fill in underline identify
COMPREHENSION grasp meaning of material learned; communicate feelings and interpret learnings	group define show explain	re-word retell summarize	change expand extend	reorganize account for translate demonstrate
APPLICATION making use of learned knowledge in new or concrete manner, or to solve problems	apply select model solve by record utilize	put to use interview experiment classify put together	choose organize construct using put into action demonstrate by	
ANALYSIS taking ideas, learnings apart, separating into component parts, seeing relationships, finding unique characteristics	divide uncover survey search inspect sort	classify simplify compare analyze contrast	take apart discover examine break down put into categories	
SYNTHESIS reorganizing parts to create new, original thing, idea, concept; stress of creative behaviors	create form develop build invent make up	compose design originate imagine construct devise	produce blend rearrange predict suppose	
EVALUATE making judgments or decisions based on chosen criteria, standards, conditions	rank judge rate award defend	evaluate measure justify determine conclude	decide criticize assess grade recommend	

INCREASING COMPLEXITY

ALL STUDENTS

MORE CAPABLE STUDENTS

*Based on Bloom's Taxonomy of Educational Objectives

Developed by Pat Weber, Kenmore (NY) Public Schools.

"CUE CHART" FOR THE CREATIVE PROCESSES*

COMPONENTS

LEVELS AND LEARNER EXPECTATIONS	STARTER VERBS
FLUENCY ability to produce many ideas, responses on a particular topic	list create as many...as you can improve
FLEXIBILITY ability to change and/or adapt an idea; produce many different categories of responses	group combine redesign rearrange rename
ELABORATION ability to improve, perfect, embellish an idea/product	expand predict pretend describe project
ORIGINALITY ability to produce unique, one-of-a-kind, unusual responses/ideas/products	invent a different __________ think of ___ that is original in ___ way create a new ___________ create a clever _________

PUPILS MAY DISPLAY ABILITY IN ANY OR ALL FOUR CATEGORIES

*Based on the work of Alex Osborne and Paul Torrance

"CUE CHART" FOR THE AFFECTIVE PROCESSES*

INCREASING COMPLEXITY

LEVELS AND LEARNER EXPECTATIONS	STARTER VERBS	
RECEIVING sensing; being personally aware of a broad range of feelings	feel sense capture perceive become aware of choose between ____ and ____	experience pursue attend
RESPONDING responding to feelings perceived through interaction	conform allow cooperate	contribute enjoy satisfy
VALUING choosing, analyzing, prizing	believe respect seek search	research justify persuade
ORGANIZING A VALUE SYSTEM formulating a personal set of values	examine create clarify	systematize integrate
CHARACTERIZING BY A VALUE SYSTEM reacting, living, judging by one's personal set of values	internalize review conclude	judge resolve

*Based on Krathwohl's Taxonomy of Affective Objectives

SUGGESTED PLANNING FORM

LESSON UNIT	SUBJECT AREA
OBJECTIVES	
EXPECTATIONS	

COGNITIVE	K	C	AP	AN	S	E

CREATIVE	FLUENCY	FLEXIBILITY	ELABORATION	ORIGINALITY

AFFECTIVE	RECEIVING	RESPONDING	VALUING	ORGANIZING	CHARACTERIZING

DM IV.B.136

SAMPLE QUESTIONS/ACTIVITIES

COGNITIVE PROCESSES

KNOWLEDGE

LIST ten dinosaurs by name.
MATCH each dinosaur with a fact about it. Be able to SPELL each name.
WHERE did dinosaurs live? WHEN?

COMPREHENSION

REWORD the Bill of Rights to show that you understand its meaning.
EXPLAIN each of the sources of energy in America.
RETELL the story of the Battle of Gettysburg from the point of view of a Southern soldier.

APPLICATION

INTERVIEW someone who can help you select the best energy source for your home.
ORGANIZE your information on whales to PROVE they are an endangered species.
MAKE USE of your facts about dinosaurs to build a diorama.

ANALYSIS

SIMPLIFY the moves and strategies of football to its basic components.
COMPARE the building of the Panama and the Suez Canals.
EXAMINE the effects of atomic radiation on human life.

SYNTHESIS

CREATE a new way to travel in the year 2000, to save fuel, have comfort and style too! Relate your choice to the information from Levels 1 and 2.
COMBINE music, dance and drama to present your information on the moon landings.
DEVELOP a way to teach the words "love" and "hate."

EVALUATION

RANK the countries of Western Europe according to tourist appeal, as you see them. Remember to relate your choices to your basic factual information.
AWARD first prize for originality to the design you feel best fits your criteria. (Be sure to list your criteria first.)
EVALUATE the effectiveness of Egyptian farming methods using information you have located about the food supply and diet of the ancient Egyptians.

CREATIVE PROCESSES

FLUENCY

List as many "real-world" problems as you can think of which affect the United States today.

FLEXIBILITY

Group these problems into "types" or categories.

ELABORATION

Choose one problem listed in your fluency list. Write a diary or journal as a person directly affected by the problem. Describe with as many details as you can exactly what happens as you progress during the day.

ORIGINALITY

Choose one problem listed in your fluency list. Think of a unique, original solution that you feel no one else has yet produced.

AFFECTIVE PROCESSES

RECEIVING

Make a list of all the feelings you had in the social studies class today. Circle the ones that made you feel happy. Star those that made you sad or fearful.

RESPONDING

Use a visual manner in which to show a feeling you had today about social studies. Can you use shapes, colors, varied media?

VALUING

List the feelings you had today that were good feelings about social studies. Can you name ways in which you can make these feelings occur more frequently?

ORGANIZING

Write a "pretend" letter to your social studies teacher telling him/her your inner feelings about the subject.

CHARACTERIZING

Keep a journal for a week. List under categories you feel are appropriate all you reactions to social studies experiences during the week. What does it tell you at the end of the week about "you and social studies"?

ACTIVITY: Try To Remember

OBJECTIVE: To become aware of the value of varying teaching strategies for gifted pupils and to appreciate the role as facilitator "guide-on-the-side"

TIME: 30 Minutes

MATERIALS:
Newsprint
Markers

DIRECTIONS:

1. Workshop leader elicits from participants their most memorable experiences as children in school. The experiences described can be positive or negative.
2. Leader charts experiences on newsprint distinguishing positives from negatives and should include:
   - the interaction which occurred
   - persons involved
   - reasons why it was positive or negative
   - how the attention of the group was focused on the individual.
3. Feedback is conducted allowing participants to examine the lists and draw conclusions regarding the impact of individualized instruction and diversity of presentations on the positive and negative experiences listed.

SUGGESTED RESOURCES FOR SECTION IV

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V

ORGANIZATIONAL OPTIONS

A

CONSIDERATIONS

ACTIVITY: Student Pathways

OBJECTIVE: To become aware of issues and concerns related to program considerations for gifted students in regular education settings

TIME: 45 Minutes

MATERIALS:
Explanation of Areas TM V.A. 3
Student Pathways Boards DM V.A. 4
Handout DM V.A. 5 - DM V.A. 13

DIRECTIONS:

1. Workshop leader asks participants to form small groups of 3-4 participants.

2. Using TM V.A. 3 , leader explains that each group will receive a Student Pathway Board which is divided into 4 areas. Leader provides the following definitions:

   - "Program Match" (Row) - It is essential that the program selected for each gifted child complements the student's needs, builds on his/her strengths and takes his/her learning styles and interests into account.
   - "Relevance" (Plaza) - Gifted students tend to be insightful persons and, therefore, are greatly frustrated by inconsistencies and irrelevancies. Matching the degree of their talents to the task is very necessary.
   - "Acceleration vs. Enrichment" (Drive) - It is important to examine the gifted student's potential in each subject area to determine proper educational experiences. To enrich or to accelerate depends on the student's true abilities and interests. Some subjects lend themselves more logically to either enrichment or acceleration.
   - "Acknowledgement" (Lane) - Acknowledgement is appropriate for the gifted student. Advanced studies, in-depth projects and highly original products deserve appropriate praise and recognition.

   Leader provides directions as follows:

   - You will play the role of a gifted student in the regular education setting.
   - Use a coin to advance on the board.
     "heads" = one space
     "tails" = two spaces
   - Read aloud each "dilemma" or "rewarding situation" as it is reached on the game board and follow the consequences.

3. All players should go around the board at least once to familiarize themselves with each "dilemma" and each "rewarding situation."

4. Workshop leader conducts feedback bringing out the following:

   - What were participants' feelings regarding students' "dilemmas" or "rewards"?
   - What practical applications of programming for gifted students were learned by participants?
   - As a teacher, how could you help students avoid the "dilemmas"?
   - Were "rewarding situations" sufficient for the activities described?

5. After feedback, leader distributes Handout DM V.A.5- DM V.A. 13 and reviews with participants. Leader explains that the stated needs are based on the differentiating characteristics of each of the 3 domains (cognitive, affective, physical); and that organizational patterns and sample classroom strategies are offered as suggestions based on the needs of the child.

EXPLANATION OF AREAS

"PROGRAM MATCH" (ROW) - It is essential that the program selected for each gifted child complements the student's needs, builds on his/her strengths and takes his/her learning styles and interests into account.

"RELEVANCE" (PLAZA) - Gifted students tend to be insightful persons and, therefore, are greatly frustrated by inconsistencies and irrelevancies. Matching the degree of their talents to the task is very necessary.

"ACCELERATION VS. ENRICHMENT" (DRIVE) - It is important to examine the gifted student's potential in each subject area to determine proper educational experiences. To enrich or to accelerate depends on the student's true abilities and interests. Some subjects lend themselves more logically to either enrichment or acceleration.

"ACKNOWLEDGEMENT" (LANE) - Acknowledgement is appropriate for the gifted student. Advanced studies, in-depth projects and highly original products deserve appropriate praise and recognition.

Start →

You are an identified gifted art student but the art teacher has just been cut from the budget.

FALL BACK 1 SPACE

Upon completion of the day's work, you are allowed to work at the Inquiry Center that the teacher created in your classroom.

ADVANCE 1 SPACE

Because of your outstanding math scores, you are placed in the accelerated tract. But you are doing poorly in advanced English and History and teachers won't accept your poor performance.

FALL BACK 1 SPACE

You learn best by doing, but your teacher teaches best by lecturing.

MARK TIME 1 TURN

Your test results show that you are 2 grade levels above in mathematics. Your teacher has placed you in an advanced text.

ADVANCE 2 SPACES

You have a burning interest in an area that is not covered in the curriculum and, therefore, cannot get approval for independent study.

FALL BACK 1 SPACE

Your teacher shows you how to apply the INQUIRY technique to making decisions in your own life.

ADVANCE 2 SPACES

You just got 20 points taken off your math test score because you got the right answers but didn't use an orthodox method.

MARK TIME 1 TURN

Your teacher encourages you to think divergently but you just failed her 100 question True/False test in Science.

FALL BACK 2 SPACES

In History you are studying revolutions and your Art teacher is having you study paintings representative of revolutionary periods.

ADVANCE 2 SPACES

Your school just acquired a micro computer and the only software they've purchased is Space Invaders Game.

FALL BACK 1 SPACE

Your composition was just returned to you with a "C" for technique, and an "A+" for original thought.

ADVANCE 2 SPACES

Your senior year schedule includes AP English and Psychology and 2 courses at the community college. You are ecstatic over the challenge.

ADVANCE 2 SPACES

Your teacher just discovered your interest in astrophysics and has set up an appointment for you to meet with Carl Sagan.

ADVANCE 2 SPACES

Your parents and teacher do not feel you are socially ready to skip a grade but you are a 1st grader reading on a 6th grade level. Instead, the librarian will help you with a guided reading program based on your interests.

ADVANCE 1 SPACE

The librarian just introduced you to a new Biographical Dictionary so that you have a new and exciting method for your next book report.

ADVANCE 1 SPACE

You scored 100% on a pretest and your teacher has allowed you to skip the drill work and begin the next chapter.

ADVANCE 1 SPACE

You heard a guest speaker today on laser beams and it really turned you on.

ADVANCE 1 SPACE

Your 50 page report, complete with diagrams, charts and extensive bibliographies, was given a commendation by your classroom teacher.

ADVANCE 1 SPACE

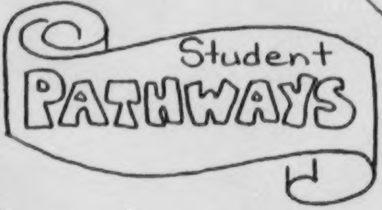
Your school determined not to give you high school credit for the English course you've been taking at the community college.

FALL BACK 1 SPACE

You have just spent 4 months developing your working robot and your teacher is making arrangements for you to take it to the Star Trek Convention in New York City.

ADVANCE 2 SPACES

Congratulations! You've survived another school year.



... Considerations that Determine Student Success

Accelerate to this square

Accelerate to this square

The Cognitive Domain

Differentiating Characteristics	Examples of Related Needs	Organizational Patterns	Sample Classroom Strategies
extraordinary quantity of information, unusual retentiveness.	to be exposed to new and challenging information about the environment and the culture; aesthetic economic, political, social aspects. to acuire early mastery of basic skills.	individualized learning: out of classroom experience.	information organized at levels of difficulty with self-checking pre- and post-tests available, and a variety of methods for learning available at each level.
advanced composition.	access to challenging curriculum and intellectual peers.	self-selected flexible groupings; opportunity to enroll in advanced classes on other campuses, if appropriate ones can be found.	group discussion on mutually selected topics; work on advanced topics of interests; advanced materials available.
unusual curiosity and variety of interests.	to be exposed to varied subjects and concerns. to be allowed to pursue ideas as far as their interests take them.	integrated curriculum. flexible scheduling.	mentor program; simulations.
high level of language development.	opportunity to encounter and use increasingly difficult vocabulary and concepts.	work with academic peers.	edit and publish a book, journal, play, or TV script.
high level of verbal ability.	to share ideas verbally and in depth.	self-selected flexible grouping.	work on projects of student's choosing that involve communication and exchange of opinions in a variety of ways.

From Barbara Clark. Growing Up Gifted. Columbus, Ohio: Charles E. Merrill, 1979. Used with permission.

The Cognitive Domain (continued)

Differentiating Characteristics	Examples of Related Needs	Organizational Patterns	Sample Classroom Strategies
unusual capacity for processing information.	to be exposed to a large variety of ideas of many levels.	learning centers available at many levels in a variety of subjects.	projects involving hypothesizing and hypothesis testing, for development of research skills.
accelerated pace of thought processes.	to be exposed to ideas at rates appropriate to individual pace of learning.	individualized curriculum, advanced placement.	brainstorming; speed reading; opportunities for acceleration of content; self-paced instructional materials.
flexible thought processes.	to be allowed to solve problems in diverse ways.	cooperative student-teacher-parent planning for learning objectives and experiences.	teacher acceptance of unusual products; open-ended assignments; opportunities to physically and mentally examine and/or alter existing patterns.
comprehensive synthesis.	to be allowed a longer incubation time for ideas.	flexibility in assignment of deadlines; cooperative instructional planning; individual conferences.	continuous assessment of progress; individualized deadlines for products.
early ability to delay closure.	to be allowed to pursue ideas and integrate new ideas without forced closure or products demanded.	integrated curriculum and activities for which no product or judgment is required over a large block of time, mutually agreed upon.	present dissonant events for solution; create a classroom climate of respect for ideas; provide opportunity for reflection.
heightened capacity for seeing unusual and diverse relationships.	to "mess around" with varieties of materials and ideas.	integrated curriculum.	unstructured periods of time for exploring materials; teacher acceptance of unusual approaches.

The Cognitive Domain (continued)

Differentiating Characteristics	Examples of Related Needs	Organizational Patterns	Sample Classroom Strategies
ability to generate original ideas and solutions.	to build skills in problem-solving and productive thinking; to contribute to the solution of meaningful problems.	small group experiences; access to data throughout the community; opportunity to move out into the community for information.	plan and implement solutions to community problems.
early differential patterns for information processing: thinking in alternatives and abstract terms, sensing consequences, making generalizations.	to be exposed to alternatives, abstractions, the consequences of choices, and opportunities for drawing generalizations and testing them.	small group activities; opportunities to interact with adult experts in areas of the students' interest.	activities promoting the development of inquiry skills; instruction in and opportunities to analyze their own learning processes, communication, and decision-making, and to compare them with the processes used by peers and adults.
early ability to use and form conceptual frameworks.	to use and design conceptual frameworks in information gathering and problem solving. to seek order and consistency. to develop a tolerance for ambiguity.	individual contracts; learning centers; access to the community.	individualized projects integrating knowledge from various areas of life into new divergent, and/or convergent physical and mental structures; designing learning experiences for others. simulations and other activities that emphasize the social cost of various solutions.

DM V.A.7

The Cognitive Domain (continued)

Differentiating Characteristics	Examples of Related Needs	Organizational Patterns	Sample Classroom Strategies
an evaluative approach to themselves and others.	to be exposed to people of varying ability and talent and to varying ways of seeing and solving problems. to set realistic, achievable short-term goals. to develop skills in data evaluation and decision-making.	flexible groupings with individualized learning available.	self-evaluation and cooperative evaluation experiences. instruction and practice in goal setting, goal evaluation. introduction to models of decision-making and practice in their use on real problems.
persistent, goal-directed behavior.	to pursue inquiries beyond alloted time spans. to set and evaluate priorities.	flexible time modules, individualized instruction, small support groups.	value clarification exercises; self-chosen projects.

DM V.A.x

The Affective Domain

Differentiating Characteristics	Examples of Related Needs	Organizational Patterns	Sample Classroom Strategies
large accumulation of information about emotions that have not been brought to awareness.	to process cognitively the emotional meaning of experience.	individual learning center activities and small discussion groups.	task cards and group discussions based on *Feelings* by B. Polland (1975).
	to name one's own emotions.		
	to identify one's own and others' perceptual filters and defense systems.	large group, small discussion groups.	awareness exercises in the first chapter of *Awareness* by J. Stevens (1971). After the teacher has led a sample activity or two, others can be put on task cards for student-led small group activity, in upper elementary or secondary groups.
	to expand and clarify awareness of the physical, social and emotional environment.	large or small group or individual learning center activity.	physical environment: an exercise in finding your "spot" as in *Journey to Ixtlan* by Castaneda (1972), pp. 18-25. After reading the pages, students try to find their spot, then write about or discuss their own process, how it felt to be in the different places they tried, the attributes of the place they selected, etc. social environment: "One-way glasses" in *Toward Humanistic Education* by G. Weinstein and M. Fantini(1970), pp. 71-79.

Adapted from Barbara Clark. *Growing Up Gifted*. Columbus, Ohio: Charles E. Merrill, 1979. Used with permission.

The Affective Domain (continued)

Differentiating Characteristics	Examples of Related Needs	Organizational Patterns	Sample Classroom Strategies
	to clarify awareness of the needs and feelings of others.	can be a total class activity; requires a safe climate emphasizing respect for individuality.	emotional environment: "Magic Circle" method from the Human Development Program by H. Bessell and U. Palomares (1970). "Magic Circle" discussion about the magic box that has something in it to make every person happy. Children imagine what might be in the box for them and guess about what might be in the box for other children in the group, telling why they think that would make that particular child happy.
unusual sensitivity to the expectations and feelings of others.	to learn to clarify the expectations of others.	large and small task-oriented groups.	out-of-focus slides, as described in Communications and Relatedness by J. Sonntag (1972), p.6.
keen sense of humor — may be gentle or hostile.	to learn how behaviors affect the feelings and behavior of others.	group discussion in a climate that supports caring and honest exchange of feelings and ideas.	"Silent Partners" in Sonntag, p.27.
heightened self-awareness accompanied by feelings of being "different."	to learn to assert own needs and feelings non-defensively; to share self with others for self-clarification.	large and small communications oriented groups.	See Sonntag, particularly "Teacher Intervention," pp. 31-35.
idealism and a sense of justice which appear in an early age.	to transcend negative reactions by finding values to which he or she can be committed.	small group discussions, grouping gifted students together.	activities drawn from Values Clarification by S. Simon, L. Howe, and H. Kirschenbaum (1972).

The Affective Domain (continued)

Differentiating Characteristics	Examples of Related Needs	Organizational Patterns	Sample Classroom Strategies
earlier development of an inner locus of control and satisfaction.	to clarify personal priorities among conflicting values. to confront and interact with the value systems of others.	small group discussions; self-chosen groups.	Values Clarification by Simon Howe, and Kirschenbaum.
advanced levels of moral judgment.	to receive validation for nonaverage morality.	discussion groups with adults or intellectual peers.	exercises in resolving moral dilemmas as in First Things: Value — Grades 2 to 5 (1972) and other works by L. Kohlberg.
high expectations of self and others, which often lead to high levels of frustration with self, others, and situations.	to learn to set realistic goals and to accept setbacks as part of the learning process.	small groups specifically organized to develop realistic goal-setting and reality based self-concept.	self-esteem activities described in Developing Motivation in Young Children by S. Coopersmith (1975).
unusual emotional depth and intensity.	to find purpose and direction from personal value system. to translate commitment into action in daily life.	participation in community social-action groups.	classroom examination of the opportunities for involvement offered by various community groups. out of classroom opportunity to work with group selected by the individual student.
sensitivity to inconsistency between ideals and behavior.	to find a vocation that provides opportunity for actualization of student dent's personal value system, as well as an avenue for his or her talents and abilities.	out of classroom opportunity to interview persons in various careers about the opportunities for actualization of value systems offered by their career.	classroom discussion on ethical questions faced by persons in selected careers, and resolutions consistent with the student's value systems.

The Physical Domain

Differentiating Characteristics	Examples of Related Needs	Organizational Patterns	Sample Classroom Strategies
unusual discrepancy between physical and intellectual development.	to appreciate their physical capacities.	cluster groups of gifted pupils.	sensory awareness activities from Sense Relaxation Below Your Mind by B. Gunther (1968). body awareness activity, from Chapter 2 in Communication and Relatedness by J. Sonntag (1972). activities to heighten awareness of the pleasures of having a healthy body, and of the means for health maintenance from The Well Body Book by M. Samuels and H. Bennett (1973).
low tolerance for the lag between their standards and their athletic skills.	to discover physical activity as a source of pleasure.	physical education offered in variety of structured, competitive, cooperative, and individual processes.	Sense Relaxation Below Your Mind by Gunther.
	to find satisfaction in small increments of improvement.	small groups organized to learn and teach new physical activities.	Awareness Through Movement, by M. Feldenkrais (1972).
	to engage in noncompetitive physical activities.	individual and group opportunities for self-expression (through dance, movement, pantomime, etc.) in various areas of the curriculum.	Improvisation for the Theatre, by V. Spolin (1963). Music: A Curriculum Guide for Mentally Gifted Minors, by Wampler (1973).

Adapted from Barbara Clark. Growing Up Gifted. Columbus, Ohio: Charles E. Merrill, 1979. Used with permission.

The Physical Domain (continued)

Differentiating Characteristics	Examples of Related Needs	Organizational Patterns	Sample Classroom Strategies
"Cartesian Split" can include neglect of physical well-being and avoidance of physical activity.	to engage in activities leading to mind/body integration.	out-of-class time provided to explore the disciplines devoted to mind/body integration (Yoga, Judo, T'ai-chi Ch'uan, etc.).	invite teachers of advanced students of these physical/philosophical disciplines to visit class and hold demonstrations. instruction in techniques of relaxation and tension reduction. Sense Relaxation Below Your Mind by Gunther.
	to develop a commitment to one's own physical well-being.	individual, small group, or large group.	develop a personal plan for meeting nutritional and activity needs; follow it, note effects, modify it, etc.
	to extend this concern to the social and political realm.	out-of-class time provided for community involvement.	identify current health needs of the community; examine the implications of current social and political policies for the health of the people in the community.

DM V.A.13

B

PROGRAM OPTIONS

ACTIVITY: Smorgasbord Activity Planner

OBJECTIVE: To provide participants with organizational (program) options in the development of activity plans for gifted/talented students within the regular classroom

TIME: 60 Minutes

MATERIALS:
Activity Planner Lists DM/TM V.B. 3
Activity Planner Form DM V.B. 4
Case Study/Recording Forms (4): Primary DM V.B.5
Intermediate DM V.B. 6
Secondary DM V.B. 7
Secondary DM V.B. 8
Narrative Notes V.B. 9
Newsprint
Markers
Scissors

DIRECTIONS:

1. Workshop leader discusses organizational (program) options to be considered when planning activities for the gifted/talented student who is in the regular classroom setting.

   - Option areas include locations, times, resource persons, program choices and student groupings.
   - Participants should keep an open mind and look imaginatively for available program options.

2. Workshop leader displays and distributes Activity Planner Lists DM/TM V.B. 3 and Activity Planner Form DM V.B. 4 .

   - Leader reviews definitions of each subject heading on the Activity Planner Lists DM/TM V.B. 3 (see Narrative Notes V.B.9 for definitions).
   - Leader reviews lists of options below each subject heading and encourages participants to add to each list.
   - Leader reminds participants that options listed are examples of "good education," not necessarily "gifted education."

3. Leader explains procedure for using Activity Planner Form DM V.B. 4 .

   - Cut, on dotted lines, the 5 lists of the Activity Planner Lists DM/TM V.B. 3 .
   - Cut the dotted lines only of the Activity Planner Form DM V.B. 4 to form slots for the lists.
   - Slide lists through the appropriate slots on the Activity Planner Form DM V.B. 4 .

4. Individual Activity

   a. Workshop leader distributes four Case Studies/Recording Forms DM V.B.5 -DM V.B. 8 .

   b. Leader explains format of Case Study/Recording Form.

   c. Leader encourages participants to select and read a case study appropriate to their current experience.

   d. Participants individually read the case study; based on the evidence in the case study, participants create an activity plan for the student by lining up one of each list in each of the slots on the Activity Planner Form DM V.B. 4 .

   e. Participants record the resulting activity plan on the Case Study/Recording Form.

5. Small Group Activity

   a. Participants form small groups with others who have used the same case study.

   b. Participants share activity plans and discuss/record possible alternative plans for the student.

6. Large Group Activity

   a. All participants return to large group. Activity plans discussed and/or developed in small groups are shared through feedback.

   b. Leader records on newsprint the proposed activities for each case study.

7. Optional Additional Activities

   a. Participants pick another case study and repeat the activity.

   b. Participants draw upon their own experience and write a brief case study of a certain child; participants then use the Activity Planner Lists DM/TM V.B.3 to develop an activity plan for that student.

ACTIVITY PLANNER LISTS

PROGRAM OPTIONS	GROUPING	LOCATION	RESOURCE PERSON	TIME
Mini courses	Peer tutoring	Gym	Noninstructional staff member	During school time
Private lessons or tutoring	Small group instruction	Library or media center	Librarian	Before school
Work study/internship/mentorship	Team teaching	Hallway	Subject area teacher (art,music, physical ed.,...)	Intensive weekend studies
Contests/ Competitions	Alternative school	Home economics room,cafeteria or school kitchen	College professor	Summer school
Ungraded classroom	Clustering	Outdoors playground	Business persons	Afterschool activities/clubs
Independent study	Cross-grade grouping	Storeroom Boilerroom Cloakroom	Community workers (policemen, firemen,...)	Year round
Self-Pacing Learning Kits	Nongraded classroom	Music room	Principal or Superintendent	Flexible Scheduling
Advanced Placement/ Honors Courses	Resource room	Art or industrial arts room	Counselor or school psychologist	Extended day program
Student learning contracts	Self-contained classroom	Student lounge	Classroom teacher	Camp
Seminars/Speakers Forum	Departmentalization for specialized subject matter study	Tent	BOCES person	Saturday seminars
Field trips/ Travel	Cross-grade cluster groupings	Principal's office or conference room	Other students	
A-V Experiences Educational T.V.	Itinerant teaching	High school or college library	Parents	
Student Performances/ Productions	One-to-one instruction	Local stores, industry,businesses, community centers	Board members	
Credit by Examination/ Early Entrance to School/Skipping Grade	Self-teaching	Area college or university	Retired persons or senior citizens	
Fine Arts Program		Stage	Civic or political leaders	
Electives/Correspondence Courses		Classroom	College students	
Continuous Progress Curriculum/Mastery Learning		Bus or bus garage	Professionals	

DM/TM V.B.3

ACTIVITY PLANNER FORM

PROGRAM OPTION	GROUPING	LOCATION	RESOURCE PERSON	TIME

DM V.B. 4

CASE STUDY/RECORDING FORM
PRIMARY

NAME: Michael

AGE: 7

GRADE: 2

Michael is the oldest child of two. His mother is overprotective; his father is the dominant force in the home. Michael's parents are loving and supportive of his special interests in music and mazes. The school psychologist has been meeting weekly with Michael and working with the family on Michael being responsible for a share of the household chores.

Michael has a deep interest in mazes and loves music, to the exclusion of other activities. He is not motivated academically and is not accomplishing grade-level work. Michael has poor social skills and is not well accepted by the other students. He reads on the ninth grade level.

Michael tends to be forgetful and absent minded. He has poor psychomotor skills.

What program can the regular classroom teacher prescribe which will help Michael use his special interests to achieve more academic success?

Record student program plan(s) below.

	Program Option	Grouping	Location	Resource Person	Time
1.					
2.					
3.					
4.					

CASE STUDY/RECORDING FORM
INTERMEDIATE

NAME: Ellen

AGE: 9

GRADE: 4

Ellen is an extremely creative thinker. Parents report that she is constantly involved in playing strategy games at home. She plays chess with her father each night, is a member of a neighborhood Dungeons and Dragons strategy team, and enters state competitions in advanced war simulation games.

In school, Ellen constantly acts bored, does not complete her work, and is very negative in both her comments and her attitudes. Her constant punning is a source of classroom disruption. Ellen's leadership abilities are often used to distract other students and to encourage negative behavior from them. Ellen's grades are very average--reflecting her poor study skills and lack of motivation. According to her IQ scores and achievement test scores, Ellen is capable of work well beyond her grade level.

What can the classroom teacher do to develop Ellen's leadership abilities in a positive direction and improve the classroom climate?

Record student program plan(s) below.

	Program Option	Grouping	Location	Resource Person	Time
1.					
2.					
3.					
4.					

CASE STUDY/RECORDING FORM
SECONDARY

NAME: Christine

AGE: 14

GRADE: 8

Christine is ranked first in her 8th grade class. She is serving on the Student Council and as class president. Christine has just been selected to attend a regional leadership seminar for students.

Christine excells in math and science and has taken top honors in the school science fair for the past three years. Her parents are local college professors in the fields of health sciences and ceramic engineering. They are proud of their daughter and include her in many of their social activities and travel experiences.

Christine is a popular girl, well liked by her teachers and friends. She is polite and considerate of others.

In recent months, her meetings with the school guidance counselor have become more and more frequent and have taken a dark and serious turn. The guidance counselor has decided to refer Christine to the school psychologist for suicide prevention counseling.

What program can Christine's teachers prescribe to provide for her needs at this time?

Record student program plan(s) below.

	Program Option	Grouping	Location	Resource Person	Time
1.					
2.					
3.					
4.					

CASE STUDY/RECORDING FORM
SECONDARY

NAME: Roger

AGE: 16

GRADE: 11

Achievement and IQ test data indicate that Roger is intellectually advanced for his age. However, his grades in school reflect average or below performance. Teachers also note, however, that what little work Roger actually accomplishes, is both clever and insightful. He draws constantly in class; drawings reflect a great deal of detail and talent.

The high school music teacher is extremely impressed with Roger's musical ability. He has taken trumpet lessons for six years and has received an A rating in grade six state competition for the last two years. Roger has learned to play the trombone and french horn and has organized his own rock band. He is outstanding in improvization and often composes his own music. In fact, the high school band played a medley of his compositions for the Christmas concert.

What program can the academic subject teachers prescribe which will motivate Roger to perform in the classroom on a level more appropriate with his abilities?

Record student program plan(s) below.

	Program Option	Grouping	Location	Resource Person	Time
1.					
2.					
3.					
4.					

NARRATIVE NOTES

Definitions for Smorgasbord Activity Planner

1. Program Options - refers to alternative educational opportunities for students. Options include both acceleration and enrichment possibilities of both long- and short-term duration.

2. Grouping - refers to the myriad of possibilities available for instructional/learning opportunities. Opportunities range from self-taught to homogeneous grade groupings.

3. Location - refers to infinite possibilities of places for students to work. Locations should match the activity planned and enhance the intended learning experience.

4. Resource Person - Many persons may contribute to the appropriate education of a gifted child. Instructors should not be limited to school district personnel, but should be expanded to encompass any and all persons who can expand the student's learning potential.

5. Time - Gifted programs should be developed around the individual needs of students. Although it is essential to develop learning experiences for the gifted child during the regular school day, it may also be appropriate to consider additional times.

ACTIVITY: Program Development

OBJECTIVE: To develop skills in assessing and modifying programs to meet the needs of gifted pupils

TIME 30 Minutes

MATERIALS:
Program Development DM/TM V.B.11
Assessment Form DM/TM V.B.12
Narrative Notes V.B.13

DIRECTIONS: (NOTE TO TRAINER: This activity may be used as an outside assignment for participants.)

1. Workshop leader using Program Development DM/TM V.B.11 prepares a lecture pointing out the steps involved in program development.

2. Workshop leader should emphasize the advantage of expanding existing programs to meet the needs of gifted pupils as opposed to designing separate programs.

3. Workshop leader distributes Assessment Form DM/TM V.B.12 and Program Development DM/TM V.B.11 and provides the following directions:

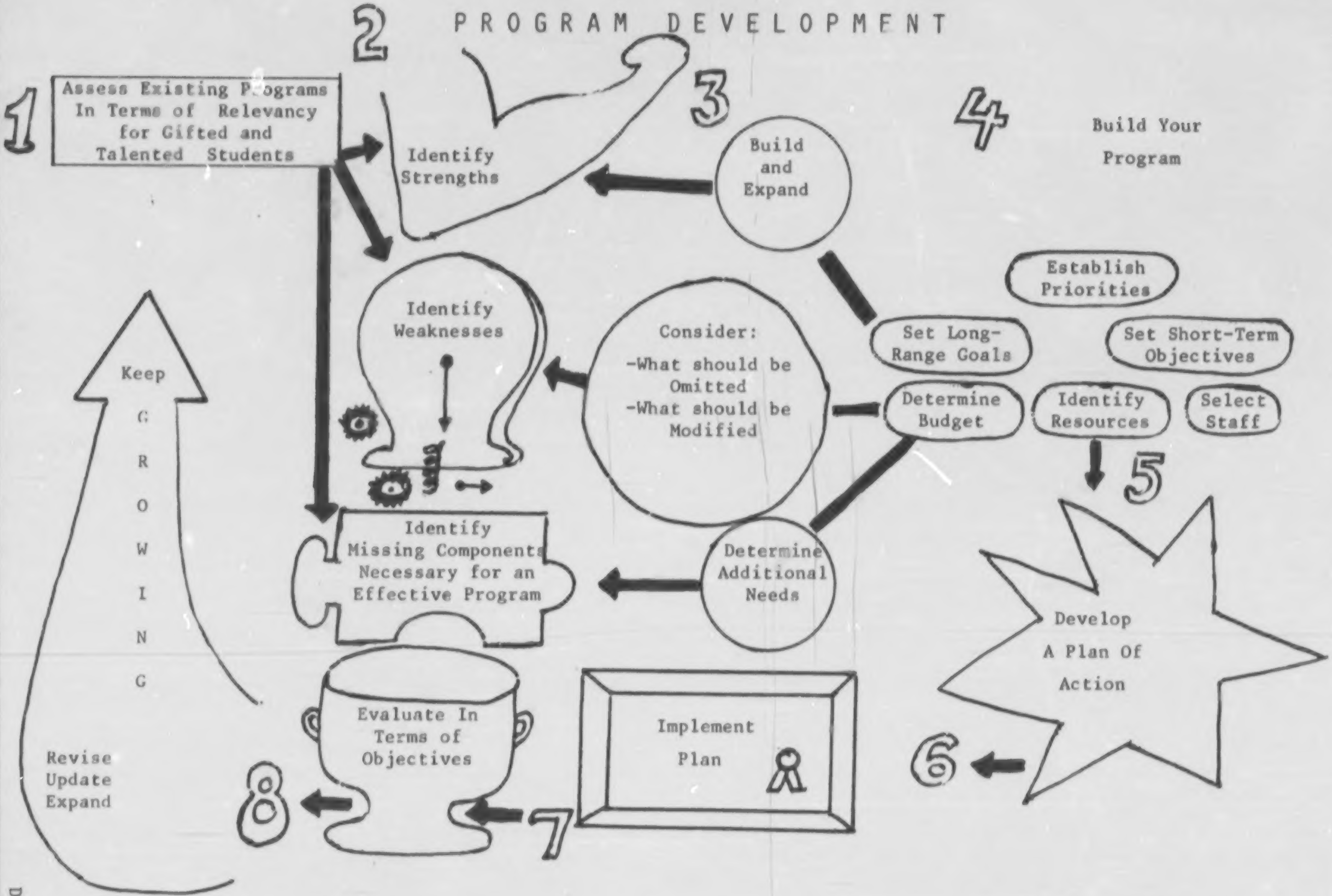
   . Using Assessment Form DM/TM V.B.12 , assess a minimum of 3 existing programs in your district in terms of their relevancy for gifted and talented pupils.

   . Use Program Development DM/TM V.B.11 as a guide in assessing the programs.

   . (NOTE TO TRAINER: Narrative Notes V.B.13 lists suggestions for the completion of Assessment Form DM/TM V.B.12 . The workshop leader may use any or all of these suggested examples as part of the directions for this activity.)

4. Upon completion of the assignment, workshop leader allows participants to share action plans.

PROGRAM DEVELOPMENT


1
Assess Existing Programs In Terms of Relevancy for Gifted and Talented Students
2
Identify Strengths
Identify Weaknesses
Identify Missing Components Necessary for an Effective Program
3
Build and Expand
Consider:
-What should be Omitted
-What should be Modified
Determine Additional Needs
4
Build Your Program
Establish Priorities
Set Long-Range Goals
Set Short-Term Objectives
Determine Budget
Identify Resources
Select Staff
5
Develop A Plan Of Action
6
Implement Plan
7
Evaluate In Terms of Objectives
8
Keep G R O W I N G
Revise Update Expand

ASSESSMENT OF EXISTING PROGRAMS IN TERMS OF RELEVANCY FOR THE GIFTED AND ALENTED

EXISTING PROGRAMS	STRENGTHS	WEAKNESSES	LIMITATIONS				ALTERNATIVES				SUGGESTED CHANGES	PERSON OR COMMITTEE RESPONSIBLE FOR IMPLEMENTATION
			Space	Budget	Personnel	Not Apply	Add	Preserve	Modify	Omit		

NARRATIVE NOTES

ASSESSMENT OF EXISTING PROGRAMS IN TERMS OF RELEVANCY FOR THE GIFTED AND TALENTED

EXISTING PROGRAMS	STRENGTHS	WEAKNESSES	LIMITATIONS				ALTERNATIVES				SUGGESTED CHANGES	PERSON OR COMMITTEE RESPONSIBLE FOR IMPLEMENTATION
			Space	Budget	Personnel	Not Apply	Add	Preserve	Modify	Omit		
Advancement Placement Courses	Opportunity for acceleration.	May lack in-depth study. Main focus on knowledge and comprehension.	OK	OK	OK				*		Require student investigation of a real problem.	
Instrumental Music	Talented Music teachers.	Present schedule does not include specialized instruction.	OK	OK	OK		*				-Begin Jazz ensemble -Encourage student composition.	
Elementary Art	Art teacher assigned to each elementary school.	No specialized instruction for the artistically gifted.	OK	OK	OK		*				-small group instruction -student gallery to display creations	
	82 students identified as academically gifted.	No specialized program available.	?	?	NO		*				Provide program to determine students' strengths.	
Elementary Math Labs	Well staffed. Excellent materials.	Only remedial students attend.	OK	OK	OK				*		Admit gifted math students to work on advanced math.	
Remedial Reading Program	Well staffed. Excellent materials.	Only remedial students attend.	OK						*		Offer Shakespeare, Speed Reading	
Counseling Services	Counselors acknowledge the special needs of gifted.	Not enough time scheduled.	OK	?			*				-add work in group dynamics -career counseling for gifted	
											-group counseling for underachieving gifted	

C

MANAGEMENT OPTIONS

ACTIVITY: Class Roster

OBJECTIVE: To provide an opportunity for participants to consider various program options when grouping students

To allow participants to group students according to abilities, interests, and/or learning styles

TIME: 90 Minutes

MATERIALS: Student Description Cards DM V.C.3 -DM V.C.4
Task Sheet DM V.C.5

DIRECTIONS:

1. Workshop leader explains that the purpose of the activity is to become familiar with various grouping alternatives for gifted youngsters placed in their classrooms and the grouping of students by learning styles and interests, as well as cognitive abilities.

2. Workshop leader divides participants into small groups of 3 allowing teachers in similar grade or program areas to be grouped together.

3. Workshop leader explains directions as follows:

   . Each small group will be given a deck of 30 Student Description Cards DM V.C.3 -DM V.C.4. The cards provide information on the student's reading and math levels, learning style, and interests. The students have been categorized using the following symbols:

   ○ Potentially Gifted Student
   □ Average Student
   △ Remedial Student

   . Given the 30 cards, each person in the group must randomly select 10 students which would then become their "assigned class."

4. Leader distributes Task Sheet DM V.C.5 to participants and explains three-part activity.

   . Individual Activity/In-Classroom Grouping: 10-20 Minutes

   - Elementary: Form reading groups according to students' cognitive abilities within your "assigned class." (group of 10 cards)

   - Secondary: Form ability groupings for your subject area within your "assigned class" (group of 10 cards).

- Small Group Activity/Inter-Classroom Grouping: 10-20 Minutes
  - After individual activity is completed, participants work in the original group of 3 formed at the beginning of the activity. Participants use all 30 student description cards to plan for the total group.
  - Elementary: Form math groups according to student ability; match student abilities with others in the total group of 30.
  - Secondary: Develop student groupings by matching learning styles and interests of the total group of 30 students.
- Large Group Activity/Across-Grade-Level Grouping: 10-20 Minutes
  - Elementary and Secondary: Each participant selects 1 potentially gifted student from the "assigned class" of 10. Each participant then must move around the room and find an appropriate across-grade-level grouping for the student. Participants must keep in mind the student's abilities, interests, and learning styles when looking for an appropriate grouping.
  - After 20 minutes, leader conducts large group feedback. The following points may be covered in the feedback:
    - Discuss original 10 card (10 student) class groupings.
    - What was proportion of ○:□:△ in each grouping? Was this a realistic proportion?
    - What were the factors that determined individual "in-classroom" groupings?
    - In the formation of "interclassroom groupings," what information about students was most influential?
    - In the small group activity, what factors most influenced the outcome (i.e., the formation of an "interclassroom grouping")?
    - Discuss pros and cons of the three kinds of student groupings (in-classroom, inter-classroom, across-grade-level).
    - Key point:
      - grouping students according to other than their cognitive abilities (i.e., looking at interests, learning styles).

Student Description Cards

○ Potentially Gifted Students □ Average Ability △ Remedial

RS = Reading Score MS = Math Score LS = Learning Style

+ = Number of years above grade level

- = Number of years below grade level

On Level = Functioning at the approximate grade level

ALICE ○
RS: +3 years
MS: +3 years
LS: Projects
Interest: Horses, English riding

ADAM □
RS: On Level
MS: -1 year
LS: Drill and Recitation
Interest: Cars, Racing

CATHY ○
RS: +5 years
MS: +1 Year
LS: Peer teaching
Interest: Boys

CALVIN □
RS: -1 year
MS: On Level
LS: Teaching games
Interest: Cars - Auto Mechanics

DENISE □
RS: +1 year
MS: +1 year
LS: Simulation
Interest: Musical Instruments (private lessons)

DAVID □
RS: On Level
MS: -2 years
LS: Drill and Recitation
Interest: Girls

FAITH ○
RS: +4 years
MS: +7 years
LS: Programmed instruction
Interest: Computer Programming

FRED △
RS: -3 years
MS: -3 years
LS: Projects
Interest: Working on a farm

GEORGETTE □
RS: +2 years
MS: +4 years
LS: Lecture
Interest: Animals

GORDON △
RS: -1 year
MS: -3 years
LS: Lecture
Interest: Mazes

LOUISA MAE △
RS: -3 years
MS: -3 years
LS: Small group
Interest: Gymnastics

LARRY ○
RS: +6 years
MS: +6 years
LS: Simulation
Interest: "Dungeons and Dragons"

TERA △
RS: -2 years
MS: On Level
LS: Hands on
Interest: Astronomy

TIMMY △
RS: +1 year
MS: +1 year
LS: Independent study
Interest: Astrology

DM V.C.3

MARANDA △

RS: -3 years
MS: -2 years
LS: Simulation
Interest: Candle making and other crafts

MATTHEW ○

RS: On Level
MS: +5 years
LS: Programmed instruction
Interest: Computer programming

MILLICENT △

RS: -3 years
MS: -2 years
LS: Demonstration
Interest: Macrame

MARVIN □

RS: +1 year
MS: On Level
LS: Discussion
Interest: Football and Track

OLIVE △

RS: -2 years
MS: -2 years
LS: Lecture
Interest: TV

OBADIAH □

RS: +2 years
MS: +2 years
LS: Discussion
Interest: Word play (puns,anagrams,etc.)

PATRICIA □

RS: On Level
MS: On Level
LS: Independent study
Interest: Athletics

PETER □

RS: On Level
MS: +2 years
LS: Drill and Recitation
Interest: Chess

CHRIS □

RS: On Level
MS: On Level
LS: Lecture
Interest: Macrame

FRANCIS □

RS: On Level
MS: On Level
LS: Drill and Recitation
Interest: Tennis

RANDY □

RS: -1 year
MS: +1 year
LS: Peer tutoring
Interest: Horseback riding

BILLY JO □

RS: On Level
MS: On Level
LS: Drill and Recitation
Interest: Football

KAREN □

RS: On Level
MS: On Level
LS: Demonstration
Interest: Softball

CRANSHAW □

RS: On Level
MS: On Level
LS: Lecture
Interest: Track

MARCI □

RS: On Level
MS: On Level
LS: Simulation
Interest: Swimming and Boys

MARK □

RS: On Level
MS: On Level
LS: Peer tutoring
Interest: Football

TASK SHEET

ELEMENTARY	SECONDARY
(Individual Activity)	
In-Classroom Grouping	In-Classroom Grouping
Directions: Form Reading Groups according to ability within your assigned "classroom," (group of 10 cards)	Directions: Form ability groups for your subject area within your "assigned classroom" (group of 10 cards)
(Small Group Activity)	
Inter-Classroom Grouping	Inter-Classroom Grouping
Directions: Form Math Groups according to students' ability	Directions: Matching learning style and student interests, develop new groupings to enhance student learnings
(Large Group Activity)	
Across-Grade-Level Grouping	Across-Grade-Level Grouping
Directions: Select one of the potentially gifted students assigned to you and find an appropriate cross-grade grouping for that child by visiting other small groupings of workshop participants. (Keep in mind students' abilities, interests and learning styles).	Directions: Select one of the potentially gifted students assigned to you and find an appropriate cross-grade grouping for that child by visiting other small groupings of workshop participants. (Keep in mind students' abilities, interests and learning styles).

ACTIVITY: I Need Information

OBJECTIVE: To allow participants an opportunity to identify information necessary to plan educational programs for gifted students in the regular classroom

TIME: 45 Minutes

MATERIALS:
Newsprint
Markers
Sample Recordkeeping Form DM V.C.7

DIRECTIONS:

1. Workshop leader asks participants to work independently; each participant should list those things (s)he would like to know about a gifted child entering his/her class.

   a. Leader instructs participants in D.O.V.E. technique to brainstorm items for this list.

2. After 10-15 minutes, workshop leader asks participants to form small groups of 3-4. Using items listed in the individual activity, small group participants together create a useful recordkeeping form to allow a year-to-year, teacher-to-teacher accumulation of the essential information.

3. After 10-15 minutes, workshop leader distributes Sample Recordkeeping Form DM V.C.7 to whole group and conducts feedback. Leader records group responses on newsprint.

   Feedback questions include:

   . How did Sample Form DM V.C.7 differ from forms created in small group activity?

   . What information provided on sample forms was not included on small group forms and vice versa?

COURSES AND GRADES

Year	COURSE TITLE	No.	Level	Grade
9				
10				
11				
12				

CLASS RANK

Quarter: (Top ___) (2nd ___) (3rd ___) (4th ___)

TEST SCORES

ACADEMIC HONORS

OTHER ACHIEVEMENTS

EMPLOYMENT RECORD

TRAVEL RECORD

STUDENT RECORD

DM V.C.7

ACTIVITY: Learn From Your Mistakes

OBJECTIVE: To allow participants to utilize a correction system that will enable students to learn from their mistakes

TIME: 45 Minutes

MATERIALS:
Correction Symbols DM/TM V.C.10
Red Pencils
Composition DM V.C.11
Directions DM V.C.12
Composition TM V.C.13

DIRECTIONS:

1. Workshop leader discusses the principle that teachers can provide a learning experience for students by employing a correction technique that requires students to locate their own mistakes in compositions and correct them, the skill of editing their own work.

2. Leader displays and distributes Correction Symbols DM/TM V.C.10 and explains a number of symbols until the participants are comfortable with the symbols. Leader explains that ordinarily when grading a composition, a teacher circles mistakes in red as he/she finds them. The correction technique for "Learn From Your Mistakes" asks teachers to use a set of correction symbols (such as displayed). The teacher does not place any marks in the body of the composition, but instead places symbol(s) at the end of the line where mistakes are found. Student must then locate and correct the errors.

3. Leader explains the activity to the participants.

   - Participants must each find a partner.

   - Leader distributes Sample Composition DM V.C.11 Directions, DM V.C.12 and a red pencil to each participant.

   - Participants must correct the composition (one partner corrects the composition in the traditional manner; other partner corrects the composition using the Correction Symbols DM/TM V.C.10, placing no marks within the text of the composition; instead, the correction symbols from the key are placed on the line where the error was located.)

4. After 5 to 10 minutes, leader asks the partners to trade papers and role-play the part of students receiving their own compositions back from their teachers. The participants are to correct the mistakes on their compositions, on the lines where the mistakes occurred.

5. After 5 to 10 minutes, leader conducts feedback. Questions are addressed to the entire group:

   . Which correction system asked you to learn more?

   . Were you able to find your own mistakes?

   . Which system would you use with gifted students?

   Leader and participants may brainstorm other correction technique systems, which allow students to learn from their mistakes.

6. Leader displays Composition TM V.C.13 with corrections made by teacher.

Correction Symbols

Keys

C	Capitalization Error
P	Punctuation Error
S	Spelling Error
¶	Begin a New Paragraph
i	Incomplete Sentence
RR	Reread
X	Omit
WU	Word Usage Error
RUN	Run-On Sentence
S/V	Subject/Verb Disagreement
T	Tense Error
¶R	Paragraph Restructuring Needed
#	Error in Number

The Spider's Wedding

I sat on the barns' step and watched the black spider coming towards me and I felt like screaming but I move aside and the dark creature went up a beam. It stopped and turned back and stared. It said "move on. My business, has nothing to do with you. I shall stand here until you go." So I moved on looking back over my shoulders to see what it would do. As it went on, myself ran back silently to see. After a few minutes, back came the spider

Proud now, with an air of arrogance. By his side, walked shyly, another Black spider. A new bride. When they came by me - they stood and standed and starred, then they went on. "Ha. A spider's Wedding," I thought.

The End

Directions for Partners in "Learn From Your Mistakes"

Directions: I	Directions: II
Learn From Your Mistakes (to one partner) Please read and correct the composition titled: "The Spider's Wedding" using your traditional system and assign the composition a letter grade.	Learn From Your Mistakes (to other partner in pair) Please read and correct the composition titled: "The Spider's Wedding" using the "Learn From Your Mistakes" method and give the composition two grades, one for mechanics and one for creative thought.

The Spider's Wedding

RUN
I sat on the barns' step P
and watched the black spider
coming towards me and I felt ST RR
like screeming but I move aside
and the dark creature went up
a beam. It stopped and turned
back and stared. It said "move on. PC
My business, has nothing to do P
with you, I shall stand here until
you go." So I moved on looking back PP
over my shoulders to see what it A
would do. As it went on, myself WU
ran back silently to see. After
a few minutes, back came the spider P
Proud now, with an air of
arrogance. By his side, walked RR
shyly, another Black spider. A new i
bride. When they came by me-they P
stood and standed and starred, T
then they went on. "Ha. A spider's
Wedding," I thought. C
The End X

ACTIVITY: Classroom Discipline

OBJECTIVE: To offer participants an opportunity to identify and discuss appropriate strategies for dealing with student discipline

TIME: 60 Minutes

MATERIALS:
Tactic Board DM V.C.15
Student Situation Cards DM V.C.16
Newsprint
Markers

DIRECTIONS:

1. Workshop leader explains the purpose of the activity which is to allow participants an opportunity to react to various situations regarding student discipline.

2. Workshop leader displaying Tactic Board and Situation Cards explains that each participant will receive one Tactic Board and nine Situation Cards.

3. Workshop leader distributes Tactic Board, DM V.C.15 and Student Situation Cards DM V.C.16 and reviews the information with the large group.

4. Workshop leader provides the following directions:

   . Individually read the situation cards and determine the most appropriate tactic for dealing with the situation in the classroom.

   . Individually place each card on the board under the appropriate category.

5. After 10 to 15 minutes workshop leader requests participants to share their individual responses in small groups of 4-5 and come to group consensus on the most appropriate strategy for each situation. Leader encourages participants to develop a list of additional tactics discussed in small groups.

6. Feedback: After 10 to 15 minutes, workshop leader allows a spokesperson from each group to share group consensus.

   Workshop leader records additional tactics or strategies develop by the group on newsprint. (Workshop leader types and photocopies additional tactics for distribution to participants.)

TACTIC BOARD

Negotiating	Instant Replay	Providing Alternatives	Time Management	Consistent Enforcement of Student - Developed Classroom Rules and Policies	Establishing Warning Signs and Gestures
Establish a policy of negotiating where the student has the option of meeting with the teacher to determine an alternative assignment that may be more appropriate to the student's needs and abilities. If the student decides to negotiate for an alternative s/he must: 1) Tell the teacher why an alternative is necessary 2) Propose at least one alternative to the teacher that s/he feels is an appropriate substitute.	To correct inappropriate behavior, allow student to reenter the room or the situation and begin again in a more tactful manner. Teacher comment: "Jim, remember you are trying to get me to change my mind. Bursting in the classroom and speaking so rudely only serves to offend me. Why don't you re-enter the room and let's do a retake."	When creating assignments, it is oftentimes appropriate to offer several options from which students may select, allowing them to capitalize on their learning styles and interests and aiding in the development of their decision-making skills. Teacher comment: "To demonstrate that you have read Chapter 3, you may either outline it, write a critique, or answer the questions on page 103."	Gifted students often become immersed in projects and problems to solve and find it difficult to switch gears. It is helpful to give them warning that it is nearing time to wrap things up. Teacher comment: "In 10 minutes we will be leaving for gym class." Gifted children often have the need to mull things over or incubate ideas. It is necessary to provide such time instead of forcing instantaneous decisions. Teacher comment: "Before you leave today, I will need to know the topic of your term paper."	Students need to be a part of developing a behavior code and developing appropriate consequences for those who break the code. In this way, students have ownership in the regulations and feel more responsibility to help enforce it. The most important role of the teacher is to enforce this agreement consistently; realizing that gifted children tend to be risk takers and sometimes break rules if their personal assessment tells them that these rules may not be enforced or that they can "talk their way out of them."	Teacher should develop gestures that signal a student's inappropriate behavior: a hand on the shoulder, standing next to the student's desk, etc. Written signs and signals may also be helpful. A cardboard sign placed on a student's desk containing a skull and crossbones and the phrase "This desk will be condemned by the Board of Health if it does not pass inspection by lunchtime" is an example.

PLACE STUDENT SITUATION CARDS IN APPROPRIATE TACTICS CATEGORY.

1st grade gifted student to peer:

"You Caucasian Neanderthal Lummox!"

Peer:

"Teacher! He's swearing at me again!"

Gifted student to peer:

"I did that last year! I don't want to do it again!"

Gifted student to teacher:

"Test me on the location of any country but don't make me color my maps!"

Gifted student to teacher:

"I know this isn't what you asked for, but I decided it would be more fun to write a poem than a composition."

Gifted student to teacher:

"I already know this stuff! Why do I have to do 25 more problems for homework?"

Gifted student to teacher:

"But I need to ask you a question right now! Can't you stop working with him for just a second? It's important!"

Gifted student to teacher:

"I can't clean up my desk right now--I'm working on this math problem!"

Gifted student to teacher:

"You're wrong! I just read an article in Scientific American that says your theory isn't accepted any longer."

SUGGESTED RESOURCES FOR SECTION V

Barbe, W., & Renzulli, J. The Psychology and Education of the Gifted. New York: Irvington Publishers, 1975.

Baskin, Barbara H., and Harris, Karen H. Books for the Gifted Child. Ann Arbor, MI: R.R. Bowker Co., 1980.

Bloom, Benjamin (Ed.). Taxonomy of Edcuational Objectives: Handbook I: Cognitive Domain. New York: David McKay, 1956.

Butterfield, Sherri M., et al. Developing IEPs for the Gifted/Talented. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1979.

Clendening, Corinne P., and Davies, Ruth Ann. Creating Programs for the Gifted. Ann Arbor, MI: R.R. Bowker Co., 1980.

Cline, Starr. A Practical Guide to Independent Study: Instructional Manuals for Students and Teachers. New York: Trillium Press, 1980.

Educating the Gifted and Talented in New York State: A Position Paper. Albany, NY: State Education Department, 1976.

Gallagher, James. Teaching the Gifted Child. Boston: Allyn and Bacon, 1975.

Gibson, Joy, and Chennells, Price (Eds.). Gifted Children: Looking to their Future. London: Latimer New Dimension, 1976.

Gowan, John D., and Demos, George. Education and Guidance of the Ablest. Springfield, IL: Charles C. Thomas Publisher, 1964.

Kaplan, Sandra N. Inservice Training Manual: Activities for Developing Curriculum for the Gifted/Talented. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1979.

Kaplan, Sandra. Providing Programs for the Gifted and Talented. Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, 1974.

Karnes, Merle B., and Kemp, Bernita. Activities for Open Education with Gifted Children. Urbana, IL: University of Illinois, 1973.

Karnes, Merle B., and Williams, Mark. Model Lesson Plans Based on the Structure of the Intellect. Urbana, IL: University of Illinois, 1973.

McElroy, John L. Guide for Developing Cluster Classes and Self-Initiated Studies: Secondary Gifted. San Diego, CA: San Diego Schools, 1972.

Once Upon A Building: Creating A Differentiated Learning Environment for the Gifted and Talented. Hartford, CT: Connecticut State Education Department, 1979.

Renzulli, Joseph. *The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented*. Mansfield Center, CT: Creative Learning Press, 1976.

Torrance, E.P. *Gifted Children in the Classroom*. Riverside, NJ: McMillan, 1969.

Ward, Virgil S. *Differential Education for the Gifted*. Los Angeles, CA: Printcraft, 1980.

Wooster, Judith S. *What To Do for the Gifted Few: A Handbook of Strategies for Differentiating Instruction for Gifted and Talented Students*. Buffalo, NY: DOK Publishers, 1978.

VI

COMMERCIAL MATERIALS

ACTIVITY: Critiquing the Commercials

OBJECTIVE: To develop skills in selecting commercially made materials for gifted pupils in regular education settings

TIME: 60 Minutes

MATERIALS:
Display of commercial materials for gifted education
Evaluation Form DM VI.A.2
Handouts: Commercial Materials DM VI.A.3
Evaluation of Materials (secondary) DM VI.A.4 -DM VI.A.5
Instructional Materials DM VI.A 6-DM VI.A.7

DIRECTIONS:

1. Leader prepares a display of commercial materials available in gifted education prior to the activity. Leader may request that participants supply materials for the display.

2. Leader asks participants to form groups of 4-5 and distributes Evaluation Form DM VI.A.2 to each participant.

3. Leader instructs each group to choose three items from the materials display to evaluate using the criteria established in Evaluation Form DM VI.A. 2 .

4. Workshop leader conducts feedback requesting each group to share their results with the large group.

5. Leader distributes the handouts to participants as additional resources in evaluating commercial materials.

EVALUATION FORM FOR SELECTION OF MATERIALS

TITLE: ______________________ COST: ______________

AUTHOR: ______________________ GRADE LEVELS: ______________

PUBLISHER: ______________________________________

DESCRIPTION:

PURPOSE:

	Not Applicable	Poor	Good	Excellent
1. Supports Goals/Objectives of Program				
a. Contributes to total educational experiences				
b. Is cost-effective				
2. Provides Guides for Teacher				
a. Provides basic background in content area				
b. Suggests ways to use material				
3. Offers Opportunities for Exploration				
a. Examines various learning alternatives				
b. Stimulates interest and curiosity				
c. Motivates further exploration				
4. Emphasizes Inter/Multidisciplinary Approaches				
a. Bases content on basic skills/contents				
b. Focuses on universality of ideas				
5. Fosters Creative Interaction Between:				
a. Learner and material				
b. Learner and teacher				
c. Learner and learner				
6. Allows Open-Ended Learning Experiences				
a. Allows for multilevel learning experiences				
b. Appeals to varied learning styles				
c. Provides for differentiated learning experiences				
d. Enhances student's aesthetic appreciation				
7. Encourages Gifted to Become Producers				
a. Identifies processes for student production				
b. Encourages use of process in investigation of real problems				
COMMENTS:				
ADD COLUMN TOTAL				
MULTIPLY BY WEIGHT	1	2	3	4
ADD WEIGHTED COLUMN TOTALS				
TOTAL				

DM VI.A.2

COMMERCIAL MATERIAL EVALUATION FORM

Curriculum Material	Assessment Provided	Objectives Provided	Instructional Activities Provided	Evaluation Provided	Adaptable to Wide Range of Student Needs

DM VI.A.3

Evaluation of Materials (secondary level)

Title and/or Program ____

Course ____

Poor	Fair	Very Good	Not Applicable	
				1. End-of-chapter summaries
				2. Questioning techniques
				3. Sentence complexity
				4. Bibliography
				5. Vocabulary load (Is glossary included?)
				6. Sufficient number of examples given
				7. Does text give purpose or objectives before reading?
				8. Good diagrams and/or charts
				9. Offers application of material learned
				10. Relevant accompanying dittos and/or workbooks
				11. Pre- and post-tests
				12. Meaningful student evaluations
				13. Print Size
				14. Focal points in print and charts
				15. Writing style
				16. Good and frequent summaries
				17. Discussion techniques
				18. Chapter length
				19. Unit cohesion
				20. Effectiveness of table of contents
				21. Binding and paper quality
				22. Author's credentials

Evaluation of Materials (secondary level) (continued)

Poor	Fair	Very Good	Not Applicable	
				23. Are directions and related activities clear?
				24. Use of underlining, italics, or boldface type
				25. Accuracy of content
				26. Does it reflect curriculum guidelines?
				27. Up to date
				28. Offers relevant applications: experiments, problems, activities
				29. Offers resource index
				30. Encourages transfer of learning across content areas
				31. Can it be adapted for a variety of learning types?
				32. Is author's approach relevant to your students?
				33. Durability

INSTRUCTIONAL MATERIALS CHECKLIST

Directions: Commercially produced or teacher-produced materials can be evaluated using the review criteria listed below.

Title______________________________ Evaluators__________________________

Media type (film,book,etc.)______________ ______________________________

Source______________________________ Date______________________________

____

	RATING			INAPPROPRIATE
	LOW		HIGH	CRITERIA (CHECK)
1. Is the instructional material potentially interesting for the learner(s) for whom it is intended?	1	2	3	________
2. Are the skills, knowledges, and attitudes it will develop appropriate for learners?	1	2	3	________
3. Are the skills, knowledges, and attitudes it will develop consistent with the instructional objectives of the unit?	1	2	3	________
4. Does the material contain explicitly stated goals so that students and teachers alike will be able to evaluate their performance?	1	2	3	________
5. To what extent is the material controlled to provide the appropriate reinforcement for correct responses and near correct responses?	1	2	3	________
6. To what extent can students actively participate with the instructional material?	1	2	3	________
7. To what extent are the materials useful with both individuals and groups?	1	2	3	________
8. Are the directions for using the materials useful with both individuals and groups?	1	2	3	________
9. To what extent is the material flexible enough to permit additions, deletions, or modification of content?	1	2	3	________
10. To what extent is the material portable and readily available from the distributor and manufacturer?	1	2	3	________

	RATING			INAPPROPRIATE CRITERIA (CHECK)
	LOW		HIGH	
11. To what extent has the material been pre-tested, pilot tested, and evaluated with different special needs populations?	1	2	3	________
12. To what extent does the material permit the teacher to evaluate diagnostically a student's level of performance to determine where the learner should begin?	1	2	3	________
13. Are there cost-benefit considerations to be made in using the material? Will the material produce results that outweigh the costs?	1	2	3	________
14. Will the material have to be adapted to another media (e.g., cassette or audio tapes to print) or format for learners with handicapping conditions?	1	2	3	________
15. Are the illustrations and pictures appropriate for special needs learners?	1	2	3	________
16. Is the material sufficiently durable for classroom or lab use?	1	2	3	________
17. Are sufficient and appropriate examples or applications used to present the information realistically?	1	2	3	________

18. Other considerations or criteria:

21. DISPOSITION (check one): ________ Do not purchase or use

________ Purchase and/or use "as is"

________ Purchase and/or use after the following modification(s) are made:

22. Instructional Materials Modifications:

VII

PARENT INVOLVEMENT

A

UNDERSTANDING PARENT ATTITUDES

ACTIVITY: Communicate

OBJECTIVE: To appreciate the need for ongoing communication between school and home

TIME: 60 Minutes

MATERIALS: Small Waxed Cards
Pens
Newsprint

DIRECTIONS:

1. The workshop leader distributes small waxed cards to participants and asks them to individually write on small waxed cards three different questions that have been or might be posed by parents who feel their child has not been challenged or who feel their child is gifted. Participants should write one question per waxed card.
2. Leader asks participants to place the cards on the wall when they have completed the questions.
3. The workshop leader then asks the participants to walk around the room reading the questions and grouping similar questions.
4. Using newsprint, the leader records a frequency count of the grouping.
5. The leader discusses the need for communication among the school, parents and child and allows participants to share successful strategies employed in their districts to enhance communication.
6. The leader asks participants to suggest appropriate responses to one or more questions in each grouping.

B

WORKING WITH PARENTS

ACTIVITY: HELP

OBJECTIVE: To explore problems associated with gifted children and how parents may be able to help

TIME: 90 Minutes

MATERIALS: Situations DM VII.B.2 - DM VII.B.6
Handouts: Helping Parents DM VII.B.7
Activities At Home DM VII.B.8
Fostering Creativity DM VII.B.9 - DM VII.B.10

DIRECTIONS:

1. Workshop leader asks participants to form groups of 4-5.

2. Leader distributes Situations DM VII.B.2 - DM VII.B.6 to each participant explaining that these are hypothetical situations describing parents' concerns regarding their gifted children.

3. Workshop leader requests that participants individually respond to the five situations and then discuss each situation within their small groups to develop a group strategy for assisting the parents of the five children.

4. Leader conducts feedback allowing the groups to share their responses.

OPTIONAL

4.a. After the large-group feedback session, the leader asks participants to form again into their small groups. Participants are asked to share with their group real situations, similar to the hypothetical situations already discussed, which they have encountered. Other participants suggest possible responses which would help parents and teachers to deal constructively with the situation.

5. Leader distributes the handouts as resources to use with parents of gifted pupils.

SITUATION I

Mr. Johnson has phoned the principal complaining that the school people do not know what they are talking about. Last year his nine-year-old son, Jim, was identified as gifted and Mr. Johnson claims this cannot be so since Jim complains and at times even forgets to do the simplest tasks like taking out the garbage, making his bed, and feeding the dog.

What advice or recommendations would you offer Mr. Johnson in dealing with Jim?

SITUATION 2

At a recent parent-teacher conference, Mrs. Jay expressed grave concern about Maggie's behavior. It appears that she is becoming more and more stubborn about doing various chores at home. This type of behavior has been observed by you in the classroom over the past school year. Mrs. Jay's concern is that this stubbornness is starting to wear off on her younger children. Maggie is the oldest of four children at home and Mrs. Jay wants to know, since the school says she is gifted, why is she so stubborn?

What advice would you give Mrs. Jay in dealing with Maggie's stubbornness?

SITUATION 3

John is a seventh grader who has been identified as gifted since he was in fifth grade. His teachers have reported that John continues to be critical of himself in each task he sets out to accomplish. At home, John displays a critical attitude of not only himself but also of others, including his mother and father.

What advice, if any, would you give to John's parents, who are very concerned about his critical attitude?

SITUATION 4

Lisa, a third grader, recently identified as gifted, has been extremely upset in school over the past few weeks. She has told you that she wants you to teach her algebra because her father keeps trying to teach her at home and she says she doesn't understand it. Since Lisa cannot concentrate on any other school work because she's afraid she cannot meet her father's expectations, you feel you must phone her father and explain the situation.

What advice would you give Lisa's father regarding this matter?

SITUATION 5

Tommy is a second-grade gifted pupil in your regular class. His mother has said that she is concerned because he is a loner. He never is involved in play activities with his brothers and sisters and never invites school friends over to play with him. She's afraid that he will never have any friends and wants some advice on what to do.

What recommendations would you give to Tommy's mother?

HELPING PARENTS HELP THEIR GIFTED CHILD

Dislike of Routine and Drill

Routine and drill can be very frustrating for the gifted child. This is especially true when the child has already mastered the knowledge or skill some drills are intended to reinforce. Parents should try to eliminate unnecessary routine. When routine is a necessary part of an activity, parents should explain the necessity to the child.

Stubbornness

Stubbornness is very difficult to deal with, partly because stubbornness in one person tends to breed stubbornness in another. Parents are not immune to this kind of reaction. They should be firm while retaining enough flexibility to modify their position when the child has a valid reason for balking. Parents should be fair and consistent in the demands they place on their gifted child. When the child exhibits stubbornness, parents will have more success by reacting unemotionally. On peripheral issues, it may be feasible to change the topic or activity.

Critical Attitude

The gifted child needs opportunities to experience a wide variety of people and to learn to be tolerant of others' differences. Parents should assist their child in setting realistic standards for himself/herself and to accept mistakes as opportunities for doing better in the future.

Need for Success

Parents should try to provide opportunities for the gifted child to do well. These opportunities should be challenging and stimulating to the child while at the same time assuring success. The opportunities provided to the child should not be so overwhelming as to almost guarantee failure nor so easy that they are boring.

Vulnerability to Peer Group Rejection

Parents should make opportunities for their child to play with one other child in the home or participate in activities such as movie outings or family trips. In that kind of organized family encounter, the gifted child can be viewed by other children as "OK" and fun to be with. Most important is for parents to assist their child in accepting mistakes in others and identifying their own mistakes which they can correct.

ACTIVITIES AT HOME

Have the child keep a vacation log or scrapbook of pictures and his/her own collector's items from family trips.

Take a walk with a camera with the child.

Have the child care for a pet.

Have an art exhibit of either neighborhood or family art.

Make finger puppets and act out skits.

Have special stationery for children to encourage creative letter writing.

Have a quiet hour once a week when everyone including you does his/her own creative work.

Encourage creative dining activities by planning menus, shopping at specialty food stores, setting the table uniquely, speaking foreign words at special foreign dinners.

Encourage the child to describe orally such things as a snowflake dropping on his/her mitten, an apple as he/she bites into it, the sound of a dripping faucet, the differences between satin and corduroy.

Read poetry to the child, have the child make a poetry book; ask the child to draw a picture to further describe the poem.

Rather than watching T.V. all evening, include the entire family in a "Let's Pretend" game: Pretend to be a flower, sizzling bacon, popcorn, a cloud, a banana, a porcupine, an ant, a lady bug, "illumination," a "mode" of transportation.

Read fairy tales to the child as they teach children that good is always rewarded and evil punished and they are constructive in moral lessons.

Play charades.

Play card games. As children become more sophisticated and mature, the games can progress from those that rely primarily on chance (such as "War") to those that rely more on memory (Go Fishing) and judgment (Poker).

FOSTERING CREATIVITY

Provide a working place where your child can make and leave a mess. Try not to interrupt the child when s/he is deeply involved.

Provide some flexibility around rigid schedules that allow for prolonged work periods.

Try to show your child how subjects integrate or blend together. Show how history and science overlap and utilize one another's facts.

Provide working materials, such as throw-away items, leftover paint, etc.

Children can plan trips and make the map, plan the food, and demonstrate they are needed family members.

Provide time for you and your child to be alone and have special activities.

Listen to and encourage your child's ideas. It is important to share with him/her and to provide opportunities for him/her to explore verbally what s/he believes and why.

Provide use of the kitchen, garage, or workshop for experiments.

Go to the library often and discuss books with your child.

On family trips, make time for talking about what the child observed.

Creativity doesn't need expensive kits. The materials are in your home.

Be success-oriented. Provide a positive atmosphere and activities that are geared to the child's level.

Avoid comparing children.

Make the most of current interests, but keep an eye open for new interests.

Encourage story-telling and imaginative games. While reading to your child, ask her/him to expand on the story.

Listen to his/her ideas and show that you use those ideas.

Pay attention to your child's needs and act upon at least one each day.

Provide your child with a camera, tape recorder, or other materials to record her/his ideas.

Introduce the ideas behind research, what is the problem and how to go about solving it.

Encourage your child to talk with all kinds of people and to enjoy encounters with older people, neighbors, and visitors.

Display a positive attitude. Share with your child why you or other family members are sometimes grumpy.

Provide opportunities to enjoy drama in plays, puppet shows, or live television productions. Encourage the gifted child to make his/her own shows.

Provide great music experiences for your child. Give lessons if s/he is interested.

Encourage puzzles, word games, and chess.

Encourage the use of memory by memorizing favorite poems, bible passages, or short passages from books.

Foster a mature attitude in your child by providing opportunities for her/him to be responsible.

SUGGESTED RESOURCES FOR SECTION VII

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MAGAZINES

G/C/T
P.O. Box 66707
Mobile, Alabama 36660

Children's Express
375 Park Avenue
New York, New York 10019

Cobblestone Magazine
28 Main Street
Peterborough, New Hampshire 03458
(History for young people)

Stone Soup Magazine
P.O. Box 83
Santa Cruz, California 95063

WOMBAT Magazine
365 Ashton Drive
Athens, Georgia
(A journal of young people's writing
and art)

WOW
653 Bartlett's Wood
Marion, Ohio 43302

NEWSLETTERS

Creative Probes
Creative Education Foundation
State University College at Buffalo
Chase Hall
1300 Elmwood Avenue
Buffalo, New York 14222

GAIN Newsletter
225 West Orchid Lane
Phoenix, Arizona 85021

Gifted Child's Newsletter
1225 Portland Place
P.O. Box 2581
Boulder, Colorado 80321

Gifted/Talented Education
P.O. Box 533
Branford, Connecticut 06405

Issues and Observations
Center for Creative Leadership
5000 Laurinda Drive
P.O. Box P-1
Greensboro, North Carolina 27402-1660

TAG Update
The Association for the Gifted
1970 Association Drive
Reston, Virginia 22091

World Gifted
World Council for the Gifted and Talented
Box 218
Teachers College
Columbia University
New York, New York 10027

VIII

ADDITIONAL RESOURCES

SECTION VIII
ADDITIONAL RESOURCES

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JOURNALS

GCT
P.O. Box 66654
Mobile, AL 36660

Gifted Children Quarterly
National Association for Gifted
Children
217 Gregory Drive
Hot Springs, AR 71901

The NSLTI/Journal
Ventura County Superintendent of
Schools
535 East Main Street
Ventura, CA 93009
$15/yr. published 1/mo.

Roeper Review
A Journal on Gifted Education
2190 North Woodward
Bloomfield Hills, MI 48013

Teaching Gifted Children
Croft - HEI Publications
24 Rope Ferry Road
Waterford, CT 06386

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